

Durham E-Theses

*The role of physical education among adolescents
resident in an industrial town, with particular reference
to Sunderland*

Stockdale, Derek

How to cite:

Stockdale, Derek (1968) *The role of physical education among adolescents resident in an industrial town, with particular reference to Sunderland*, Durham theses, Durham University. Available at Durham E-Theses Online: <http://etheses.dur.ac.uk/9758/>

Use policy

The full-text may be used and/or reproduced, and given to third parties in any format or medium, without prior permission or charge, for personal research or study, educational, or not-for-profit purposes provided that:

- a full bibliographic reference is made to the original source
- a [link](#) is made to the metadata record in Durham E-Theses
- the full-text is not changed in any way

The full-text must not be sold in any format or medium without the formal permission of the copyright holders.

Please consult the [full Durham E-Theses policy](#) for further details.

Academic Support Office, Durham University, University Office, Old Elvet, Durham DH1 3HP
e-mail: e-theses.admin@dur.ac.uk Tel: +44 0191 334 6107
<http://etheses.dur.ac.uk>

Title : The Role of Physical Education among Adolescents
resident in an Industrial Town, with particular
reference to Sunderland.

Degree : Master of Education (M. Ed.)

Year : 1968

Name : Derek Stockdale, B.A.

The copyright of this thesis rests with the author.
No quotation from it should be published without
his prior written consent and information derived
from it should be acknowledged.

The Role of Physical Education among adolescents
resident in an industrial town, with particular
reference to Sunderland.

This thesis is an attempt to examine and evaluate the physical activities available to the young people of Sunderland, an industrial town in the North-East of England. At the same time it sets out to answer other questions that arose during the investigation - what are the needs of young people in modern industrialised society?; how is modern society affecting young people?; what is the real meaning and purpose of involvement in activities?; what should society do for its young people at what, for some of them, is a more difficult time than for others?; does Physical Education have any special significance in the life of young people at the present time and has this always been so?

In finding answers to some of these questions it seemed possible and important to come to some common idea of what a community programme of Physical Education should involve so that eventually the situation found to exist in Sunderland could be compared to it. To give a clear picture of the situation in Sunderland, it was decided to look at all the possible organisations that encourage their young people to participate in physical activities, thus illustrating facilities and activities available, and the degree of participation and interest of the young people.

Indeed, one clear conclusion from this work is that in Sunderland there is plenty of scope for young people to pursue an interest and particular expertise in physical activity.

Contents			Pages
Preface			2
Section A	Chapter 1	The Adolescent and Society.	4 - 10
	Chapter 2	The Adolescent and Physical Education.	11 - 18
Section B	Chapter 3	The Development of Physical Education in the Education of Young People in England, 1800 - 1944.	20 - 36
	Chapter 4	Current Practice and Recent Reports.	37 - 46
	Chapter 5	Recommendations for a Community Programme of Physical Activity.	47 - 51
Section C	Chapter 6	Sunderland, its immediate social history.	53 - 55
	Chapter 7	Physical Activities available to Young People in Sunderland, 1966 - 1967.	56 - 109
	Chapter 8	Conclusions.	110 - 113
Appendices			115 - 131
Bibliography			132 - 141
Acknowledgments			142 - 143

This work is an attempt to answer the following questions:-

1. Has the adolescent any special standing within Society?
2. Does Physical Education have any special significance in the life of the Adolescent at the present time, and, if so, has this always been the case?
3. What is the scope of Physical Education for young people in Sunderland, an industrial town in the North-East of England?

It is dealt with in the following way:-

Section A - in which is discussed the overall picture of young people in society and what Physical Education means to them.

Section B - in which is set out a common idea of what a community programme of Physical Education should involve, basing it on conclusions drawn from a review of the development of Physical Education in England from the beginning of the 19th century to the present time.

Section C - in which is described Sunderland, with a particular examination and evaluation of the physical activity programme for its young people.

Section A

Chapter 1 The Adolescent and Society.

Chapter 2 The Adolescent and Physical Education.

The Adolescent and Society

It has been stated that adolescence is a period of storm and stress, and that the young people today are faced with more problems than previous young generations. Certainly, there are conspicuous signs of tension at this stage of development - the delinquency rate is higher than in earlier years, drug taking in its various forms seems to be rising amongst young people, and there is an increase in rebellion against authority at home and at school. The Daily Telegraph (64) "Crime among adolescents has doubled in the last nine years, and there has been an even greater increase among girls of 14 to 20, where once the figures were much smaller; crimes of violence for boys over 17 are up by almost half since 1961; violence by girls under 17 increased by nearly three times in the same period. Add to this the new horrors of the drug sub-culture and you see the seriousness of the situation".

The social structure of society is changing so very rapidly that the generations appear to have less and less in common. There are so many changes taking place all at once that children in our industrialised society are offered a whole collection of possible alternatives. And if parents do not present their children with a solid system of values, the children will cease to regard their parents as suitable objects of identification; and left to their own resources, they will have to compose their own system of values from the multitude of possibilities which society offers them. Will they choose the most desirable ones?

What do we mean by 'adolescence'? It is a term used to denote a period during which the growing person makes the transition from childhood to adulthood. It may be viewed as beginning roughly when young people begin to show signs of puberty and continuing until most of them are sexually mature, have reached their maximum growth in height and have approximately reached their full mental growth as measured by intelligence tests - i.e. from the years twelve to the early twenties. C. Buhler (32) states that "Youth is an in-between

period beginning with the achievements of physiological maturity and ending with the acquisition of social maturity, that is with the assumption of the social, sexual, economic and legal rights and duties of the adult."

Adolescence, too, is a fairly recent phenomenon. Today it is a phase which is of increasing importance and fulfills a vital function in the development of social maturity. A century ago, the rate of mortality among children was so high that far less interest was shown in childhood. If the child lived and thrived it was very soon treated as an adult. There was no such thing as an adolescent. Adolescence, however, has gradually assumed its social function for various reasons. Medical science has lowered child mortality; childhood has become more important. The requirements of technical civilisation have lengthened the transition period between puberty and entry into adult social and economic life. Further technical and social development has inevitably brought a longer period of schooling, and the extension and improvement of technical and intellectual training in all spheres of production and work. This longer period of learning has produced an 'adolescent class', a class defined by its position in relation to the rest of society.

Moreover, the organisation of society makes this period much more difficult than it might be. There is confusion as to standards; those preached at school and church do not always tally with those they find at work or among their seniors. There is confusion as to status for in Western society there is no initiation ceremony to confirm the young person as an adult; instead he finds that he is not old enough to vote, though he may marry; he pays an adult's bus fare at fourteen but he cannot see an X-film until he is sixteen; he is expected to behave like an adult, although he is treated as a child.

In the course of their natural development, most adolescents

go through a phase of being anxious to get out of the house as often as they can - television seems to have little appeal to them. In more homes than formerly the mother goes out to work as well as father; and this has deprived some adolescents of the necessary feeling of assurance that, even though they may wish to be in the house only to eat and sleep, it is there as a warm entity. Even the strong interest of many parents in television, which often causes them to have the set switched on for almost the whole evening, has probably taken from some adolescents the sense that their parents are ready and willing to listen to their stories of the day or to discuss a new outfit or simply that they are there, in spirit as well as in fact, to be turned to as occasion wills. In some instances, father is rarely seen in the home until late in the evening, simply because he prefers to spend his time in the club or public house. Or it may be that some of the recent changes in the style and properties of young people's lives, and especially of their leisure-pursuits, make them readier than usual to desert, in their free-time, an environment which seems 'corny and square'. It is because of such a breakdown in communication at home that teenagers feel that they have little point of contact with their parents, who fail to understand their children and make little real effort to do anything about it.

Living in such a society, young people have certain needs that must be met to ensure that they are given the opportunity to grow into mature and responsible adult citizens. Firstly, there are educational and cultural needs: in order to gain satisfaction from his work and to make progress in it a young person needs vocational education; in order to use his leisure-time well he needs help in learning how to appreciate the arts and an opportunity to develop his talents; in order to play his part in a free and responsible society, he needs knowledge of how that society functions.

Then there are the social and recreational needs. A young person needs a place other than the street or his own home where he can meet friends (of the opposite as well as his own sex), where he can relax after the day's work and participate in activities of his own choice - playing games, dancing or just lounging and drinking coffee. The normal social club for young people should not be considered as a means of getting across religion, nor as a form of further education, nor as a form of welfare, nor as a rescue, but as a service existing to meet a simple need. It may be an avenue to education, to religion, to art, to organised games; but nothing more than the normal obligations of club membership should be enforced. Nor is it to be justified as training for citizenship, although this could well be the result. The point of the club is that it is designed to meet social and recreational needs. Joining a club of suitable young people with common interests often does more good than anything else - indeed, one of the most important things in the world today is to be able to get on with one's fellow men. According to Homans, (7) "People do not just get together; they get together for a purpose" - there are motives for each member to join a group (there are the activities which the group engages in and there are the interactions between the members which the activities bring about). Most of the leisure-time interests and occupations of adolescents are shared with others - and amongst the most common ones are 'hanging about' or loafing with friends; going to the cinema, dance or discotheque; playing or watching games, attending club meetings; or going to parties. Furthermore, young people will apply themselves with great keenness to establishing good relations with other young people for success in this field can set the tone for a life-long association and with it a feeling of security, something needed by every single individual. Dr. Jersild states (5) that "the leisure-time groups which youngsters join must offer them experience of collaborative and community living".

Young people have inspirational needs - some young people have

an uneasy suspicion that work for money and leisure for kicks is not, perhaps, everything, in spite of the fact that they live in a world where often nothing seems really worthwhile. These young people need to find a purpose in life, to perceive ideals beyond those generally accepted - they should be encouraged to co-operate in community and social work, such as visiting hospitals, helping old people in various ways. In this way the young people will feel that they are doing something worthwhile and that they are making some contribution to society. Furthermore, they need to find challenging situations to test their powers - and for this we look to movements. It is in the community's interest that opportunities should exist for young people to realise these needs - they should be encouraged to make use of the facilities available within the Youth Hostels Association; encouragement should be given to such adventure schemes as the Outward Bound Schools, the Duke of Edinburgh's Award Scheme, Scouts and Guides, National Boys' Clubs, Voluntary Service Overseas.

Play, too, is a need of young people, especially as it is an essential part of growing up - and the play element can only be neglected to the disadvantage of both the individual and society. This play can take on various forms - it can be a game or an outdoor activity of some kind, the essence of which is that it is a source of interest and enjoyment to the individual. In a recent television programme about wild life, Peter Scott, the naturalist, came out with the statement that "Play is an essential part of learning about life". This emphasis on play has become all the more important in modern urban living - changes in the manner of living in towns have resulted in conditions which are not conducive to the health and development of vigorous physique as formerly. This has resulted in much more vigorous programmes of physical recreation. Society has the following functions in stimulating the play spirit - to make available

opportunities to the people for play or recreation in leisure-time by providing parks, play-grounds, playing-fields, etc., to provide that education that will aid the child in his or her quest to discover his or her natural bent and capabilities; and to increase the individual's appreciation of play so that he can make the most of his leisure-time. The play spirit must be developed in youth or it will be forever in the rearguard - W. James (34) has this to say on the matter:- "If a boy grows up alone at the age of games and sports and learns neither to play ball or shoot, nor row, nor sail, nor ride, nor fish, he will be sedentary to the end of his days, and though the best opportunities be afforded him for learning these things later, it is one hundred to one that he will pass them by and shrink from the effort of taking the necessary first steps, the prospect of which at an earlier age would have filled him with eager delight".

It would seem that there is much to support in what James has to say - it is better if an interest in physical pursuits can be nurtured while still young so that there is a better prospect of wanting to continue with some form of physical activity throughout adulthood and the rest of life.

The adolescent phase of development is a time of opportunity and potential growth, both from the view point of the individual and that of society. No society can afford to leave what happens during this stage to chance or to the influence of those whose sole interest consists in manipulating young people's instinctive responses for their own commercial gain.

The Adolescent and Physical Education

Society today requires schools to develop the total capacities of each child so that in adulthood he or she will be equipped with knowledge, sound thinking processes, physical stamina and emotional maturity to live effectively in an ever-changing and highly complex society. T.P. Nunns (18) states that "the primary aim of all educational effort should be to help boys and girls achieve the highest degree of individual development of which they are capable". And E.A. Peel (17) claims that the "aim of education is to promote the development of a well-integrated person capable of exercising such responsibilities in society as his powers allow".

Physical Education is a term for that aspect of education which is dependent on physical activities - games, swimming, athletics, tennis, outdoor activities to name but a few of a whole field of activities. "Physical Education, an integral part of the total education process, is a field of endeavour that has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realizing these outcomes" claims Bucher. (32) For the balanced and complete education of young people, it is necessary for sport to be regarded as an integral part of the educational system - especially valuable are those activities that have a carry over value into adult life. It is the activities of a lasting value that offer a long-term return for any investment made by society in this aspect of its educational programme.

In an article 'Physical Education's Contribution to the Mental Health of Students', written in 1933, L.Vincent has this to say about the sort of personality we are looking for: "The healthy personality.... has vitality, courage, and interest, is alert, decisive, prompt, direct, objective, resourceful; neat though not a slave to neatness, honest

though not rude, humble though self-respectful, confident but not arrogant; he is kind, tolerant, reverent, is moderate in appetites. It has a sane attitude towards religion, towards marriage and towards authority. It appreciates its own strength and its own weaknesses; it has a sense of proportion, a sense of humour, a love of beauty, and a love of its fellow men". Physical Education can help considerably in bringing on some of these qualities.

Most adolescents take a delight in physical activity in one form or another and it is self evident that physical benefit is derived from this activity. A certain amount of muscular exercise is essential to the development and continued maintenance of a healthy and efficient body. As is claimed in the Wolfendon Report, (61) a great many people who take exercise in one form or another 'feel better' for having involved themselves in their chosen pursuit. Especially is this true now that the mechanical and sedentary nature of our society deprives children and adults of the need to perform the kinds of physical activities which in a former age helped them to keep in a desirable state of fitness. Indeed, the promise of still further extension of the use of automation in the production of goods and numerous other labour saving devices is likely to reduce the necessity for physical powers still more. Physical Education must have an important role to play in counteracting some of the effects of living in an affluent society.

Over the years there have been many extravagant claims for the advantages of participating in physical activity; it can be claimed that participation may help in the development of the personality in the following ways. Self-confidence and self-control are in their fullest sense qualities of the whole man and not just qualities of the mind. If bodily control is neglected these accomplishments will be to a lesser or greater extent incomplete. In some cases, indeed, the

first steps towards a fuller self-confidence may well be taken by the mastery of some physical skill. All sports and games can contribute to some extent to this end - the degree to which they do so will vary with the complexity of the skills that they involve and the amount of application that it takes to acquire them. Those activities that offer a definite challenge to courage and endurance have a special contribution to make towards self-knowledge. Thus there is a wide choice for young people - provided that the adolescent takes up some activity with enthusiasm it can safely be left to his or her individual choice.

We all inherit certain aggressive instincts and unless these instincts can find expression in action they will be repressed and will exert a distorting influence on our personalities. Many sports and games give outlets for aggression - outlets that are modified by the influence of rules and the conventions of sportsmanship. In the absence of legitimate outlets uncontrolled aggression commonly appears in the form of delinquency - or can be seen in the more undesirable outbursts of behaviour at major sporting attractions. Each week we can read of cases of hooliganism and riotous behaviour at first-class soccer matches. Any keenly competitive activity will absorb a certain amount of aggression but the main outlets will be found in the robust team games and in such activities as fencing, wrestling, boxing and judo.

There are many conflicting views of team games and team spirit, but it may be held that their value is not as superficial and old fashioned as some authorities have claimed. For man is a social animal and for him to acquire emotional balance his social instinct must find means for expression. Loyalty and unselfishness are indispensable social virtues and the team game affords a convenient and pleasant training ground for them. In a fiercely competitive

world it is of social significance to have standards that call upon a sense of fairness, and a consideration for the other man - Cozens and Stumpf state (67) that "in a world that has no common religions or political philosophy to share, perhaps the field of sport and the universality of the Ideal of Sportsmanship may provide a meeting ground where co-operation and understanding, a respect for the rules and a sense of fair play will prevail". It must be pointed out that the mere playing of games themselves will not bring about these desirable virtues - otherwise there would be an easy answer to unco-operative and difficult young people. The virtues can only be acquired when the participants understand the type of conduct and mode of play that is demanded and expected in the various circumstances.

Team games and activities involving co-operation, therefore, take a prominent place in any programme of adolescent physical activity - belonging to a team is a factor of great importance in the lives of school children and young people. Membership of a club - whether it be football or tennis, sailing or swimming - is often a safeguard against recruitment into street corner or coffee bar gangs. Young people need the opportunity to belong, to be included, to make useful contributions towards any achievement, to gain recognition - simply to become important in the attainment of individual and group objectives.

In this way, young people have an increasing feeling of security and this is extremely important at their stage of development. Marjorie Reeves states (26) that "Our education consists of contacts with things and persons, but contacts with persons are the most significant, for persons grow above all through personal relations". To try to help young people to be accepted socially is surely a most commendable and worthwhile objective of any influence, let alone physical education.

Most people want to achieve something worthwhile, no matter how limited or narrow their ultimate goal appears to be initially - and physical activity is one sphere in which the young can find this achievement and so prove themselves. This achievement need not be reached in public competition - for some it does, but for others it is reached in such activities as canoeing down a river, or going for a long walk across the moors, or by a mastery of movement for self-expression as in dance. Any successful and competent performance contributes to the pleasure of participating in any physical activity, which in turn encourages more frequent participation - in this way, a life-long interest and pleasure can be often awakened.

We hear much spoken today of the vast amount of leisure time that man is finding at his disposal - we are in the era of the five day working week and this may be reduced still further in the not too distant future. If this leisure time is to be used profitably man must be kept active and here physical education has an important role. Through its joy, skills, satisfactions, discoveries and achievements, it can enrichen and enliven the life of man. Participation in some physical activity after work can help to remove some of the tensions and pressures that pre-occupation with one aspect of life can give to man - through the varied nature of its activities, physical education can do much to alleviate the frustrations, anxieties, pressures and strains that the pattern of modern society imposes on man. Indeed, it may be regarded as a form of preventive medicine, taking its place alongside countless other measures that make some contribution to the all-embracing concept of health. Research has shown that for the most part, the hobby interests of adults are laid down before the age of 12; and as children find gross motor skills particularly appealing it is very true to say that "School, in terms of adult activities, is therefore of increasing importance and certainly the school leaver ought to have acquired skill in one or two activities at a level high

enough to encourage him or her to continue with them". (48)

The words of three men, outstanding in their own right, express most powerfully the importance of participation in physical activity -

1. "Adolescence is a time of conflict and bewilderment. When we are not master in our own house, how can we expect to be at ease and happy in our relations with other people? Perhaps, these years can be weathered more successfully if we develop some demanding activity that tests to the limit our bodies as well as our minds..... Each of us has to find this activity for himself. It may be mountain climbing, running or sailing, or it may be something quite different. The important thing is that we should perform ourselves rather than watch others".

Roger Bannister in his book 'First Four Minutes'.

2. "With the increased leisure that is becoming part of our way of life, more and more people are taking part, not only in team games, like cricket and football, but in the wider range of activities which are being actively encouraged by the Central Council of Physical Recreation and in many schools and universities..... Young people are being given every incentive to do something with their leisure, but it is also imperative that those who want to do something should have the opportunity".

Duke of Edinburgh in his letter in the National Playing Fields Association Booklet, 1967.

3. "It is of great importance, then, that we take immediate steps to ensure that every American child be given the opportunity to make and keep himself physically fit - fit to learn, fit to understand, fit to grow in grace and stature, to live fully..... I urge that in all communities there be more co-ordination between the schools and the community, parents, educators, and civic-minded citizens in carrying forward a vigorous program for physical fitness - a program that will stir the imagination of our youth, calling on their toughest abilities, enlisting their greatest enthusiasms".

John F. Kennedy, late President of the United States,
speaking in July 1961.

Section B

1. The Development of Physical Education in the Education of Young People in England, 1800-1944.
2. Current Practice and Recent Reports.
3. Recommendations for a Community Programme of Physical Activity.

The Development of Physical Education in the
Education of Young People in England, 1800-1944.

It has taken just over a century for ideas on Physical Education to reach the standing the subject holds today in Great Britain and during this time the interpretation as to meaning and scope of the work has changed and developed at different times. If Physical Education - and it has not always been known by such a name - has been found wanting in any way, it can be understood by examining the reasoning for physical activity, or lack of it, at any particular time and the attitude towards education in general prevailing at the particular point in time. For the story of Physical Education in England is closely bound up with that of Education - and the early 19th century was the beginning of a time of change in the educational scene in England.

There were two outstanding developments in Physical Education in the 19th century - the games tradition of the Public Schools and the drill that was evolved in Elementary Schools to meet the difficulties of bad conditions and large classes of unruly children.

At the beginning of the period, cricket and boating, hunting and poaching, and riding were the favourite pastimes in Public Schools. A review of the histories of some of the Public Schools of this time will show that cricket matches were played between the schools; fives and tennis were played at some schools, and football at most of them. But despite this, there is some evidence that masters were not too involved in the games in the early part of the century - out of class the boys were left very much to their own organisation, their boyish spirits not being considered as part of the educational programme. Indeed, it was not until the 19th century was well on its way that games began to be taken really seriously, when the influence of Arnold of Rugby began to be felt. Arnold believed strongly that education did not consist simply of book learning and he allowed organised games in the precincts of the school. Because of this, it has been said that Arnold invented the system of games as a far

seeing method of overcoming the evils which arise from unoccupied leisure - he preferred to see boys playing games where he could stand and watch them, rather than that they should be out of his sight and up to all kinds of mischief. When assistant masters left Rugby and became Headmasters themselves they felt that games had been a valuable feature of the school life and should be introduced elsewhere. Gradually, as games playing spread, thoughtful school-masters saw that they had fashioned something that was not only an excellent method of letting off physical energy and occupying pupils spare time, but also a "fine educational instrument that taught self-sacrifice and co-operation". (51) As a result, games grew to be the essence of school life and a close examination of the programmes of some of these schools (Bedales, Mill Hill) in the latter part of the 19th century will show the importance attached to them by Headmasters.

Indeed, it is from the growth of this position that organised games have spread into the State School System in England, and into schools in almost every part of the world.

But the picture for Elementary Education at the beginning of the 19th century was vastly different. Little was done in the way of Physical Education for elementary school children before 1870. The appalling physical conditions of the school-rooms, the lack of books and equipment, the poor quality of the teachers and the abysmal ignorance of the children, many of whom were poverty-stricken and some in a state of semi-starvation, presented problems more pressing than the lack of physical training. The findings of the Newcastle Commission which had been asked in 1858 "To enquire into the present state of popular education in England and to consider and report what measures, if any, are required for the extension of sound and cheap elementary instruction to all classes of people", give a good

illustration of elementary school education. This Commission had initially been set up because many people were alarmed at the increasing cost of education - in 1851 the grant had been £150,000, and by 1857 it had risen to £541,233. As the report showed, the curriculum was confined to religious instruction and reading; in a few geography, grammar, history and 'plying the needle' were taught as well. However, the teachers were rarely trained - "none are too old, too poor, too ignorant, too feeble, too sickly" to teach. The Commission found that there were the following numbers of schools and classified them as:-

Public Schools, directed by religious societies	
and other persons, but not for profit	24,563
Private Schools, the property of principals and	
conducted for profit	34,412
Evening Schools	2,036
Sunday Schools	33,872

The majority of the pupils left before they were eleven years of age - and by failing to recommend compulsory school attendance, the members of the Commission showed that they were not disturbed by the thought that children of ten and eleven were no longer school-children but wage earners whose formal education had ceased.

The work of Robert Lowe at this time was of no encouragement for the introduction of physical education into the general educational scene. He had been appointed Vice-President of the Education Department in 1859 and it was in his Revised Code of 1861-1862 that the system known as 'payment by results' was initiated. If a scholar failed to pass an examination in reading, writing and arithmetic, $\frac{2}{8}$ was to be forfeited for each subject in which he failed. This code had serious consequences for education - as

Matthew Arnold claimed "It tends to make the instruction mechanical and to set a bar to duly extending it. School grants earned in a way fixed by the Revised Code - by the scholar performing a certain minimum expressly laid down beforehand - must inevitably concentrate the teacher's attention on the means of producing this minimum, and not simply on the good instruction of his school". (30) A look at the subject planning at this time will show the absence of any mention of physical education in any form whatsoever. (See Appendix 1 - Revised Code 1861-62).

This, then, was the attitude of society towards elementary education up to the middle of the century - it had to be cheap and in it there was no place for such things as physical education. However, by the end of the 1860's people's concern for elementary education was growing and being aroused. In 1859, Herbert Spencer wrote four essays on Education - and he devoted one of them to physical education. As P.C. McIntosh points out, (28) Spencer had three concerns - the omission of physical education from the bringing up of girls, the lack of provision for any strenuous exercises, except a walk which was often not taken, in the time-table of a man's training college; and the physical education of children which was seriously faulty as he thought that preservation of health was a duty.

The Education Act of 1870 showed that this interest in education was going to be of importance - the Reform Act of 1867 had added a million voters to the voting list, as a consequence of which school became a matter of importance, as witness the well-known phrase of Robert Lowe that "we must educate our masters". In an investigation in 1869 into education in Manchester, Leeds, Liverpool and Birmingham, it was found that in Liverpool alone $\frac{1}{4}$ of the children between 5 and 13 never started school and that another $\frac{1}{4}$ was receiving an education that was worthless. (72) The Revised Code of regulations which

followed the passing of this Act in 1870 stated that "attendance at drill under a competent instructor for more than two hours per week and twenty weeks in the year may be counted as school attendance for purposes of financial grant". As a result of this regulation drill was to be the only officially approved form of physical education until the 1890's, although several School Boards and many individual teachers managed to provide their children with instruction in gymnastics and even in swimming and team games, in spite of very limited facilities and opportunities. But a glance at the work of two of the School Boards created by the 1870 Act gives the usual view of physical education at this time in this sector of the educational system. The physical development of boys was given consideration quite early in the life of Barnsley Board Schools - at Park Road School in 1876, "Sergeant Lennon attended from 10.45 to 11.45 and drilled 120 of the biggest boys - they were all attentive and seemed to enjoy the drill". (53) Indeed, the Board received special commendation for the part they played in militarising their schools, in the report of the H.M.I., Rev. Sandford, to the Committee of Council on Education in 1876 in which he stated that "Military drill has a generally good effect in school on discipline..... Military drill has been taught with excellent results in the Barnsley Schools by a sergeant-major employed by the Board. In Barnsley the Clerk of the Board has induced some of the Voluntary Schools, as well as these under the Board, to adopt the drill, by offering prizes for competitions. To have the youth of the country trained in the practice of drill, it is a matter of.....national importance". (53) And in his book, (54) J.H. Bingham states that "Physical Training, as we know it, made no appearance for many years", but drill was foreshadowed by a recommendation of the Board's Education Committee "that the Board be recommended to appoint a drill instructor for the Board Schools" and on December 17th 1874 "the Clerk was authorised to advertise for a drill instructor at a salary of twenty-five shillings per week". Shortly Robert Lakeman

- late Master Gunner in the Royal Artillery - was appointed. "The Junior press-gangs were put through it on odd occasions from time to time, and at least must have learnt something of what it meant to be in the Army in those days".

However, an important step for physical education was taken in 1878 when the London School Board appointed a lady superintendant of physical education; a Miss. Lofving from Sweden. Her job was to conduct courses for teachers, a practice which spread to other parts of the country. The Cross Commission of 1886 - it had enquired into the working of Elementary Education Acts in England and Wales - emphasised the importance of physical education and recommended that some form of physical exercises should be included in elementary education. In 1895 physical education became eligible for grant as a subject of instruction in its own right. By the end of the century games were being encouraged by inspectors as an alternative to drill and physical exercises - though this was difficult to implement because of the lack of facilities in big towns for games playing. On the whole, as Tibble claims, (47) "The normal diet of children in Elementary Schools was the tables, rules, definitions, and lists designed to train memory; the object lessons for training perception; the hand and eye training of the drawing lessons, and of course the drill lesson in the yard or, on wet days, standing by the desks in the crowded class-room. The main purpose of drill was discipline, to teach boys habits of sharp obedience, smartness, order and cleanliness".

In girls' schools the Taunton Commission of 1868 found that no form of exercise was provided - those girls from middle class backgrounds not educated at home went to private schools where they were well versed in the accomplishments of music and deportment, and needlework. However, soon after this a more progressive policy was introduced and in the last part of the century great developments in physical education took place - indeed, a glance at the programme of

some of these girls' schools will show how progressive some of them really were. At one, the work included running, swimming, gymnastics, fencing, dancing, hockey, tennis and cricket; at another, the syllabus comprised lawn tennis, fives, bowls, croquet, quoits, golf, swimming, skating, archery, rounders, lacrosse, hockey and cricket. And a system of therapeutic exercises, given by the gymnastic mistress, was encouraged at some schools.

One result of this activity was the setting up of colleges to train teachers - the first residential college for training women specialist teachers of physical education was started at Dartford in 1895. Others were soon started in other parts of the country - at this point in time only for the training of women specialists in physical education. More than a quarter of a century was needed before a similar specialist training was deemed necessary for men teachers.

By the end of the 19th century there were two systems of physical education in vogue in England - the public school system of organised games and the elementary school system of physical training, though some form of organised games was beginning to appear in some of the latter schools. In the public school system, the concentration was on character training, and in that of the elementary school it was on discipline and the physiological effects of systematised exercise. In both instances, the systems had been developed, to meet physical as well as social needs - the elementary schools were always faced with the problems of maximum numbers in a minimum of space, a problem that never really troubled the public schools.

Fortunately, the beginning of the 20th century witnessed a great deal of activity and interest in physical education by the Government.

Officers of the services and representatives of the Board of Education, established in 1899, made trips abroad and on their return new Swedish and Danish systems and practices were introduced into England. Robert Morant, as Permanent Secretary of the Board of Education, gave a good deal of attention to the value of physical education. He was eager to introduce some of the public school attitude towards games into the elementary schools for he believed that physical education should play some part in the development of character and social living. "The school must afford them every opportunity for the development of their bodies, not only by training them in appropriate physical exercises and in encouraging them in organised team games, but also by instructing them in the working of some of the simpler laws of health. The corporate life of the school, especially in the playground, should develop that instinct for fair play and for loyalty to one another which is the germ of a wider sense of honour in later life" states Morant in the preface to the New Code of Regulations for Elementary Schools. What a deep impression the value of games tradition in public schools had made upon Morant. In 1906, largely through the interest and work of A.P. Graves, one of the Inspectors for schools, organised games were allowed in school hours.

Another important factor in furthering the interest in physical education at this time was the poor state of fitness of many volunteers to serve in the Boer War - many men were rejected, resulting in the Board of Education organising the course for older children in public elementary schools so that it consisted mainly of drill given by service instructors. Of course, many protests were made about this as it was considered to be a step backwards.

About this time, too, a Royal Commission was established to look into physical education in Scotland and its report, published in 1903, suggested that a national system of physical education should be set

up, that games and sports should be as important as systematic drill, and that the needs for physical training was but a part of the physical needs of children. Consequently, the Board of Education proceeded to adopt the Swedish System of Gymnastics and every effort was made to make teachers aware of the system. In 1909 a new syllabus was issued and physical training became a compulsory and examinable subject in all training colleges as an attempt to train enough teachers capable of applying the Swedish System.

During the period of the Liberals being in power, 1906 - 1914, two main ideas were prevalent for education - that the individual had the right to complete self-development and for this different kinds of school were essential; and that the nation had the right to the service of the best brains to be found in all ranks of society. And because of this attitude, there was an improved atmosphere in the schools - and the elementary schools became much more humane institutions. As far as physical education was concerned this could be seen in the circular issued in 1910 by the Board of Education - this circular discouraged the training of a limited few for gymnastic displays to the detriment of the others, and the emphasis on the disciplinary value of drill. Strongly recommended were the therapeutic benefits of the Swedish System, and games were considered to be very desirable. Indeed, the movement away from drill can be seen in a close examination of the work of Baden-Powell with the Boy-Scout Movement. Here emphasis was given to troop games and to physical fitness through camping, hiking, climbing, and other natural activities.

The early part of the War, 1914-1918, witnessed a deterioration in education generally - the teachers joined the forces and children were allowed to work in the fields. There was a demand for the return to the drill type of physical education. However, this was resisted and the programme continued to consist of therapeutic

exercises, supplemented by games, dancing and swimming. Encouragement was given, too, by the Board of Education to the provision of play centres - these were largely to counteract the increase in juvenile delinquency which had arisen among the young with fathers being away in the forces and mothers working in the factories. It was at this time that interest was shown for the first time in what children did in their leisure-time - the encouragement of physical education seemed to be a good way of fighting the rise of delinquency among the young. In 1916, Lloyd George set up a Ministry of Reconstruction and it considered educational matters as Lloyd George himself felt the need of an Education Act. The Act of 1918 aimed to establish a "comprehensive unified system of national education" for all persons capable of profiting from it; and the Authorities had to submit schemes showing their plans and ways of implementing them. This Fisher Act recognised the fact that social training and physical education were linked - local authorities were to be allowed to provide holiday and school camps for young persons attending continuation schools, centres and equipment for physical training, playing fields, school baths and school swimming baths, and other facilities for social and physical training in the day or evening. This was a momentous step for physical education and young people, but, unfortunately, the implementation of the act was delayed because of the financial and economic state at that particular time. However, the period up to the end of the World War can be considered as one of progress for physical education, for the concept of the work as regards state schools was broadened - and people in positions of influence (inspectors, organisers, teachers and training colleges) had all made strenuous efforts to translate ideas into actions.

In public schools the programme had continued much as before, with the games tradition continuing to reign supreme in most cases. A good illustration of this can be seen in the examination of the

list of activities for which there were house competitions at Oundle during the Headship of Sanderson, 1892-1922. The activities included athletics, rowing, cricket, football, fives, gymnastics, swimming. But an interesting point is that Sanderson made no provision for a master for physical education in his school, as he illustrates in his last speech, in the Spring of 1922, to the National Union of Scientific Workers - it is all the more interesting as he himself was keenly interested in athletic pursuits and held that every boy should take an active part in games. "Schools must be equipped spaciouly, and they must have a spacious staff. I have the list of our staff here. We have masters for mathematics, physics, chemistry, mechanics, biology, zoology, anthropology, botany, geology, agriculture, classics, history, literature, geography, archeology, economics, French, German, Spanish, Italian, Russian, Eastern Languages, art, applied art, and music". (56) Sanderson, no doubt, selected masters who would be capable of playing their part on the games field as well as in the class-room.

Between 1918 and 1939 Physical Education has to be seen in the light of the social conditions - many people were out of work, there was poverty and lack of food. Consequently, local authorities were not willing to start the building programmes as suggested in Fisher's Act. Many of the problems were tackled by voluntary organisations - among a variety of special problems, some organisations concerned themselves with physical education and recreation. Such voluntary organisations as the Y.M.C.A., Y.W.C.A., the Boys' Brigade, the Scouts and Guides expanded their programmes of physical recreation along with their other activities. In 1919 the National Council of Social Service was inaugurated, and though it was not specifically concerned with physical education and recreation, nevertheless, it played a valuable part in such activities as distributing money, from public and private sources, the foundation of the National Association of Boys' Clubs, and the Youth Hostels Association.

In April, 1925, attention was drawn to the lack of playing fields and the gradual encroachment of towns and cities upon the ones that did exist. It was suggested that a central organisation should be formed to look at the situation - a meeting was held and the National Playing Fields Association was formed. Money was forthcoming from various sources, as a result of which hundreds of playing fields were made available.

It was in 1930 that the Youth Hostels Association came into being - interested people met and decided to form this Association so that its members, either on walking or cycling tours, could find accommodation at a small cost. It was hoped that this would contribute to the health of young people by helping them to discover the countryside. Indeed, by 1950 the Association owned in the region of 300 hostels in England and Wales.

The Central Council of Physical Training was formed in 1935 because of a demand for a national co-ordinating body for the many different organisations involved in the growth of physical training. Its tasks were:

1. to co-ordinate and stimulate a national campaign for more and better physical recreation.
2. to undertake an immediate survey of existing facilities and organisations so that definite proposals for future development might be laid before the trustees of various charitable bodies.
3. to compile a list of volunteer men and women leaders, to initiate courses for leaders and to organise demonstrations.

In 1936 grants were received from King George's Jubilee Trust and the National Playing Fields Association. It was decided to appoint travelling representatives to advise local bodies, arrange

demonstrations and stimulate interest in recreative physical training throughout the country. A broad approach to the content of physical education was encouraged - and even though times were bad, games, swimming and camping were given encouragement as an attempt to mitigate the effects of town living and slum dwelling.

The Labour Party was in power in 1924 and the members were very concerned with education, especially post primary education - they considered the organisation, objectives and curriculum of secondary schools. It was against a background of social gloom and the General Strike that the Hadow Report was published in 1926 - despite the prevailing social climate it was a good report and of physical education it thought that "the purpose and object of physical education is not merely to improve the physical condition of the children and to secure the full development of their health and strength, but also to aid in the development of their powers and in the formation of character. Physical Education, therefore, has a physical effect on the body and an educational effect on the mind". At this time a new interest in the individual child could be noticed, an interest fostered by such people as Edmond Holmes, Chief Inspector of the Board of Education. Sir Percy Nunn and Dr. Montessori. This, of course, in marked contrast to what had previously happened when the practice had been to herd masses of children into barrack-like schools and to commit them to the charge of hopelessly inadequate teaching staff.

After the publication of the Hadow Report a new syllabus for physical education was introduced - a syllabus that was to be important in the teaching of the work for many years. In it fresh exercises were introduced and revised methods of teaching, ensuring plenty of vigorous movement in every lesson. At this time, men specialists began to be trained at Carnegie Physical Training College in Leeds - similar courses at Loughborough College in

Leicestershire and Goldsmiths College in London soon followed. Schools began to appoint teachers of physical education, as a result of which the importance and status of the subject and work being done began to rise.

A Government White Paper on Physical Training and Recreation was issued in 1937 and it was the first real attempt by the State to guide the physical recreation movement - technical handbooks were published, a National Advisory Council was established and area committees were created.

The Physical Training and Recreation Act of July 1937 gave additional powers to local authorities to develop facilities for social and physical training and inaugurated the National Fitness Campaign -

"Section 4 (1) A local authority may acquire, lay out, provide with suitable buildings and otherwise equip and maintain lands, whether situate within or without their area, for the purpose of gymnasiums, playing fields, holiday camps or camping sites, or for the purpose of centres for the use of clubs, societies or organisations having athletic, social or educational objects, and may manage those lands and buildings themselves, either with or without a charge for the use thereof or admission thereto, or may let them, or any portion thereof, at a nominal or other rent to any person, club, society, or organisation for use for any of the purposes aforesaid.

The authority may also provide and, where necessary, arrange for the training of, such wardens, teachers and leaders as they may deem requisite for securing that effective use is made of the facilities for exercise, recreation and social activities so provided."

A sum of £2,000,000 was allocated to be spent over the following three years to develop physical recreation, but the Second World War broke out before any real advantage could be taken of this money - as P.C. McIntosh points out (28) "By March 1939 789 offers of grants had been made amounting to £1,468,302, but in fact only £532,982 had actually been spent when war broke out in 1939, and of this sum, £152,959 had gone on salaries and administrative expenses, so that actual financial help received by organisations in the field was not as great as might have been expected".

However, the Act itself was received with general approval by the physical education profession at large - and it was the onset of the war that interrupted once again the progress of Physical Education.

Despite the difficulties of the times, the period from the beginning of the 20th century to the beginning of the World War in 1939 witnessed a shift in the emphasis in physical education in State Schools - no longer was the attitude towards physical training one of exercises for the unruly classes of children. More thought was being given to the value of the subject in the training of character - what had been a worthwhile goal for the children in public schools should have similar advantages for children in state schools. As the century progressed, so more and more was the subject being considered from the point of view of the children and young people it was designed to help. G.A.N. Lowndes (52) states that "Those who have followed the growth of physical training, organised games, dancing and swimming, both in and out of school hours, from the wrist and arm exercises of the cramped nineties to the playing field policy of today will know that, while much remains to be done, the Board of Education made no idle boast in a recent

circular - 'the scope and quality of physical education' they remarked 'have in general been transformed during the last thirty years from a narrow system of school drill into a balanced scheme for the physical development of children throughout their school life' ".

Current Practice and Recent Reports

Alongside education in general, the Second World War interrupted the advancement of Physical Education - children were moved from the cities into less vulnerable areas, buildings and playing fields had to be put to other uses, schools were damaged in the air-raids, and men and women were serving in the various branches of the services. Some attempt was made to keep things going as well as possible in the circumstances.

However, in 1944 Butler's Education Act became law, and one of its clauses gave a new impetus to physical education. Section 53 put a specific duty on Local Educational Authorities to provide adequate facilities for recreation and physical training:-

- "1. It shall be the duty of every local education authority to secure that the facilities for primary, secondary, and further education provided for their area include adequate facilities for recreation and social and physical training, and for that purpose a local education authority, with the approval of the Minister, may establish, maintain and manage, or assist the establishment, maintenance, and management of camps, holiday classes, playing fields, play centres and other places (including playgrounds, gymnasiums and swimming baths not appropriated to any school or college), at which facilities for recreation and for such things training as aforesaid are available for persons for whom primary, secondary or further education is provided by the authority, and may organise games, expeditions and other activities for such persons, and may defray or contribute towards the expenses thereof.
2. A local education authority, in making arrangements for the provision of facilities or the organisation of activities under the powers conferred on them by the last

foregoing subsection shall, in particular, have regard to the expediency of co-operating with any voluntary societies or bodies whose objects include the provision of facilities or the organisation of activities of a similar character."

With the implication of this act as a spur, the content of physical education began to be increased - a new impetus was given to different games in secondary schools; freedom, self-expression, and self-discovery in movement and modern dancing became a feature of the work of older girls. By the late 1950's boys and girls began to enjoy more and more such outdoor pursuits as walking, cycling, camping, rock-climbing, sailing and ski-ing - some of which activities had been reserved for the upper and middle classes before the war. Residential centres were opened by the Central Council of Physical Recreation at Bisham Abbey on the Thames and at Lilleshall in Shropshire. Games, including rugby, basketball, volleyball, and tennis as well as cricket and football, gradually replaced gymnastics from its lofty perch in physical education in schools.

It did appear that physical education had been accepted as a worthwhile subject of study when, in 1947, it was included amongst the subjects which might be offered for a Degree of Bachelor of Arts at Birmingham University. And the content of the course reflected the movement towards an ever-increasing range of activities - in practical work the course included camping, sailing, ski-ing as well as gymnastic and team games.

The system of physical education to be seen in the present day in England can, indeed, be said to have come to fruition with the passing of the Education Act in 1944. It is included in the work of every school - and each school has freedom to develop its programme in whatever direction it chooses. And what is done in physical

education in school has an immense influence on the whole pattern of post-school sport and physical recreation. This influence is fostered and developed, too, by the many teachers who undertake the vast amount of voluntary work that goes into organising sports competitions for school children outside school hours. And, as regards the content of the physical education in schools, the trend is to a widening of the curriculum aiming at a balanced programme of physical activity, with the children being introduced to many physical skills and experiences. This is in sharp contrast to the picture of twenty-five years ago when the vast part of the programme was spent on traditional games, which, might I add, were extremely well organised in many schools. But the children had little or no choice of activity and played the traditional games throughout their school career. However, since the passing of the Education Act of 1944 and the end of the World War re-thinking as to the interpretation of school physical education has resulted in a widening of the range of activities available to children. And, outside school, too, the statutory and voluntary youth service organisations, which cater for the interests of young people between the ages of 14 to 21, recognise the fact that activities which challenge growing physical powers are an important part of the lives of young people. And, as I have tried to show in chapters one and two, it is in facing and meeting challenges that young people can satisfy their feeling for achievement - something that they all crave for but which some of them fail to achieve in school or in work or in their day to day existence.

Most local authorities employ organisers and inspectors of physical education - and these people, men and women, of wide experience, visit schools to advise teachers on the content and method of physical education. They also advise on gymnasias, playing areas and equipment to be provided; they organise refresher courses for teachers and training courses for instructors in evening institutes

and youth clubs. As regard buildings, the emphasis is on ones that can be used for many purposes, especially for such activities as swimming, basketball, badminton and judo and outside the emphasis is on facilities for floodlit, all-weather, pitches.

Several reports have been issued in the last ten years, dealing with physical education amongst other matters - and all these reports have had valuable influence and bearings on the interest and importance that physical education in its widest meaning should hold in the lives of young people in England generally.

In 1958, the committee under the leadership of the Countess of Alberman reported - this committee had been brought together to "review the contribution which the Youth Service of England and Wales can make in assisting young people to play their part in the life of the community, in the light of changing social and industrial conditions and of the current trends in other branches of the education service". There was at this time a widespread belief in the negative value of the Youth Service, which incidentally had been established in 1939, though it was not until the 1944 Act that its work was recognised as integral to the Education service - it was thought that the Youth Service could keep young people off the streets, that it ought to provide for some of the young people who had suddenly found themselves quite well off financially, that it should occupy some of the boys who previously would have been doing National Service. However, the report - the Alberman Report - demanded a positive role for the Youth Service. Amongst many other things, the members of the committee were very concerned with the importance of physical activity and the ways in which it could be improved in Youth Service activities. Their concern in this sphere was aroused because they felt that in physical activity there could be major leisure time activities for young people, activities that were not related to academic ability.

Their main concern was that at this stage in development, it did seem that the challenge and fullness of physical activity stopped as soon as the young people left school. As part of their report, Lady Albermarle's committee made suggestions as to what a suitable programme should consist of - "apart from organised team games there is a whole range of activities which are valuable for their informality and the opportunity they give for social mixing and their appeal to girls who are more difficult to cater for in this field. Among them are badminton, camping, canoeing, dancing, fencing, golf, judo, motor-cycling, mountaineering, pot-holing, rambling, riding, rowing, sailing, ski-ing, swimming, tennis, and water ski-ing". The importance of providing for such activities as the ones mentioned above was stressed because the committee members felt that many boys found enjoyment and satisfaction in taking part in team games but that girls wanted to take part in other forms of activity, activity that did not necessitate the rigid organisation and responsibility that goes with participation in a team game, and activity that allowed boys and girls to mix freely and in a more social setting than could be found in membership of a normal team game.

Concrete recommendations were made as to how these interests could be encouraged -

- "i. by making better facilities available
- ii. by the local education authorities being prepared to prime the pump by helping initially with finance, accommodation and loan of equipment
- iii. by providing coaching at convenient centres. Young people should be expected to pay something for these activities which, if they are sufficiently attractive, might become self-supporting

- iv. by assisting those concerned with sports clubs and specialist groups in the area through representation on local youth advisory committee
- v. by recognising the contribution which can be made by established sports clubs and by informally organised specialist groups."

The report went on to discuss the interest young people have in activities that challenge their growing powers and suggested that there should be better planning of outside facilities, better provision of swimming baths, better use made of existing facilities so that youth groups could share school amenities, more provision of multi-purpose sports halls, and more encouragement for the widening interest in adventure courses.

Indeed, all the points put forward by the members of the Albermarle Committee were in line with the changed view of the value and importance of physical education.

Though it did not produce its report until 1960 another committee had been formed in 1957 under the chairmanship of Sir John Wolfendon. Its terms of reference were "to examine the factors affecting the development of games, sports and outdoor activities in the United Kingdom and to make recommendations to the Central Council of Physical Recreation as to any practical measures which should be taken by statutory or voluntary bodies in order that these activities may play their full part in promoting the general welfare of the community". It was felt at this time that some fresh effort and initiative was essential if sport was going to be able to expand and develop in the light of current requirements and interests. Though this Committee was specifically looking at sport in the whole community it did make reference to its special place in the lives of young men and women. And in this respect, it gave its full backing

to the recommendations of the Albermarle Report issued two years earlier. However, it went a little further in its suggestions and, amongst other things, it stressed:-

- "i. the value of participation in single activities
 - ii. that more should be done to ensure that young people in their last months at school and their first months at work are well informed about the opportunities open to them in the fields of sport
 - iii. that more should be done by local authorities to provide sites for light-weight camping and by local authorities and local education authorities to provide cheap and simple accommodation in the wilder countryside
 - iv. that a sustained educational campaign is needed in schools, and above all in homes, to make good country behaviour a settled habit
 - v. that dual use of playing field facilities could be more widespread, given local co-operation and simple organisation
 - vi. that more swimming baths are urgently needed.
- As a general rule this position should be indoors".

The terms of reference of the Newsom Committee which reported in 1963 were "to advise on the education of pupils aged 13 to 16, of average and less than average ability". It was felt that a study of the education of these children was important because unsuitable teaching methods and material might lead to them being disinterested and rebellious - and approximately half the pupils in secondary schools came into the sphere of interest of the Newsom Committee. Just as children of above average ability had opportunities open to them, so the children of this report needed the chances to

attain self-respect and a reason for wanting to work well; they, too, needed all the resources that schools could give them. In his foreward to the report, Sir Edward Boyle, then Minister for Education, stated that "the essential point is that all children should have an equal opportunity of acquiring intelligence and of developing their talents and abilities to the full". And so, amongst all the other suggestions and recommendations for the curriculum to be followed by such pupils, the Committee took a good look at the value of physical education and its many facets. The Report stressed in the first instance that "the essential needs in physical education for many older pupils could be perhaps summed up in the words variety, choice, better facilities, and links with adult organisations". The Committee thought that physical education could provide outlets for young people, especially in overcrowded urban areas, though these outlets needed to be more than conventional gymnastics and field games, especially for those young people with limited skill in these spheres.

As with the previous reports, this report too stressed the importance of introducing the older pupils in secondary schools to such facets of physical education as swimming, dancing, athletics, squash, skating, archery, fencing, and judo. The Newsom Committee also looked at the provision of premises and found that a vast number of schools lacked the playing field provision as prescribed by ministry regulations - the members suggested that authorities should think again about school provisions for physical education, urging the value of hard surface areas for all weather use. They further recommended that properly planned facilities could be used as "part of a community centre serving all the social needs of the neighbourhood". An increase in the provision of facilities for out-door pursuits was another important feature of the report - the value of which activities could not be overemphasised, especially as they did not require the highly co-ordinated, refined skill

typical of many sports and games.

It is then on such reports and in such a climate that inspectors and organisers of physical education, and any other interested bodies, are now basing their programmes of sport for young people - in schools and in the community at large.

Recommendations for a Community Programme of
Physical Activities for Young People

P.C. McIntosh (58) is of the opinion that to be a complete programme of physical education for a community, the programme should include activities from the following categories:- competitive games (individual sports like track and field athletics, pair activities like lawn tennis and team games like netball or rugby football); combat sports such as fencing, boxing, judo, and wrestling; conquest sports where the object is to overcome a situation or physical environment such as the water for the non-swimmer and the slope for the non-skier; and expressive sports, ones that are akin to dancing. McIntosh adds that he believes "that boys and girls should be introduced to activities from all these categories before they leave school so that they will be able to decide what activity or activities they might pursue in the future". (58)

This suggestion of McIntosh is surely most laudable and to be commended. A wide programme of activities is essential, both in and out of school - and this programme should include individual as well as group or team activities. Real and genuine interest in any activity depends upon the experience of the specific activity, and in order to give young people the opportunity to choose and foster a worthwhile interest they must have contact with a wide range of desirable activities. Activities that encourage challenge and adventure ought to feature clearly in the programme. So that these healthy pursuits might be developed it is essential that the community must provide facilities that offer a multitude of activities - the provision of merely a hall or gymnasium is not now adequate to meet all the demands for variety of activity. Care, too, has to be taken in the siting of these facilities - it is important that the people in the community should feel that they can get at the facilities quite easily. Despite the advent of the motor-car, it can be claimed that people, for the most part, do not want to have to travel too far for access to the facilities they desire to use - would it not be better to concentrate on several not so lavish centres than on one

main centre, which, for a good many reasons, people find difficulty in making full use of? Indeed, if it is possible to provide several smaller centres in different parts of a town or city and one centre of much more lavish provision, then this would seem to be the ideal. And here, I am thinking of a centre for family use, one in which the whole family could find some activity that would interest them. With this in mind, it is most important that full use of all the facilities provided in schools should be made. This is especially important in built-up urban areas - lack of space, high cost of land and heavy building commitments, limited funds of money are all difficulties to be faced by local authorities and voluntary agencies. It is in such circumstances that the community should encourage dual and multiple use of any suitable facilities - those at school, parks and open spaces, and facilities provided by commerce and industry, and by private groups. It is not in the best interests of any community that facilities (especially those provided out of public funds) should be left unused for much of the day - indeed, at a time when most people can and want to make use of them. Certainly, full use of the facilities for physical activity being provided in secondary schools can lead to a very active and vigorous community interest and concern for physical pursuits.

Though the community's concern is to provide for the majority of the people - by making facilities and coaching available to as many as possible - scope must be provided or made available for the talented performer to pursue his or her interest to as high a level as possible. It is important initially that the activities available must be within the powers of the young people, for if they find too much difficulty in experiencing success, some of them will be loathe to continue to participate in the activity in question. But it is just as important for young people of outstanding ability to be able to pursue their chosen activity to as high a level as

possible, and to be given every encouragement to do so. This can be within either the particular organisation or in separate specialist groups. Such a policy has important consequences not only for the individual but also for the community at large, as the presence of an outstanding performer in an organisation very often helps to raise the general standard.

As adolescence is the age when more interest in the opposite sex develops, co-educational activities should be encouraged in schools and in out of school clubs. In the sphere of mixed activities, physical education can offer many varieties - we can go through a whole list of activities which boys and girls, young men and women, can enjoy and participate in together. The playing of many of these games gives ample opportunity for social mixing in activities that are not so highly competitive as are to be found in other spheres. A further opportunity for activities of this nature can be offered if a local authority is prepared to provide a residential centre somewhere near the mountains or lakes - a centre in which the young people will be able to work together in all sorts of activities. It is from such centres that opportunities to face and conquer the challenges set by nature can be attempted - canoeing, hill-walking, climbing, and general expedition work.

But it is not only essential for the community to provide suitable facilities and an amenable environment - it is imperative that leaders and coaches of high calibre should be encouraged to give up their time so that full advantage can be taken of what has been provided. In the final reckoning, it is the quality of these people that determines to a large extent the variety and standard that can be offered to the community at large. It is most essential that people of sufficient expertise and interest should be involved

in any planned programme of physical activity - these are the people who are capable of retaining the effort and interest of the young people. In some cases, this involvement will necessitate the payment of salaries; in other cases, voluntary help will be encouraged. But unless such leaders and coaches are attracted then the programme will not be sufficiently exciting to retain the interest of the young people in a community.

It would seem that as long as a community has provided good leadership, good facilities and equipment (and, here, one is thinking of the distribution over the community as well as the actual facilities themselves) and good programmes of activity, then, indeed, its young people are being given every encouragement to pursue their own particular interests and ambitions in the sphere of physical activities.

When advocating the raising of the school leaving age prior to the 1944 Education Act, William Temple claimed (26b) that "The main ground is the necessity of providing a social life or community in which the individual may feel that he has a real share and for which he may feel genuine responsibility. He needs a society of people about his own age, in the activities of which he may take a share equal to that of any other member, so that it may reasonably claim his loyalty, and he may have the sense of being wanted in it. Nothing else will draw out from him the latent possibilities of his nature". A vigorous community programme of physical activity can surely play a significant part in achieving this.

Section C

1. Sunderland - its immediate social history.
2. Physical Activities Available to Young People in
Sunderland.
3. Conclusions.
4. Appendix.
5. Bibliography.
6. Acknowledgements.

Sunderland - its immediate social history

Today, with a population approaching 190,000 (with approximately 25,000 within the age range 11 to 21), Sunderland is the second largest town after Newcastle in that section of Britain which stretches between Leeds and Edinburgh. It lies in a densely populated region, with 1.3 million people in a 12 mile radius of the town centre, and 2.3 millions within 25 miles. As a town, it is known throughout the world for its main industries of ship-building and marine engineering.

The town itself covers a relatively small area, despite its large population. The older residential areas surround the central and industrial areas - and they consist mainly of long rows of terrace houses, the majority of which were built before the turn of the century, and, consequently, are lacking in the amenities now considered essential. However, clearance is removing the worst houses, and they are being replaced by large new blocks of flats and maisonettes.

Beyond the older, inner areas are large new estates, some built between the wars, but mostly since 1945. More than 20,000 houses have been built, enough to rehouse one third of the population.

As regards industry, there are some 800 acres of land used for industrial purposes - this land is situated mainly along the north and south banks of the River Wear, and along the coast to the south of the River mouth. Whilst the number of men employed in Sunderland's traditional industries - ship-building, marine engineering and coal mining - is declining, the dominance of these basic industries is still apparent. Newer, lighter industries have come to the Pallion Trading Estate and the Hylton Industrial Estate, and these, along with other firms, who are being attracted to the area, are rapidly diversifying the economy.

The coastline of Sunderland, too, is attractive - a factor that is a pleasant surprise to most strangers to the town. Thousands of visitors are attracted in the Summer - they find the beaches to be safe for bathing, with fine sands for young children.

In addition to the coastline, the town is well-endowed with pleasant parks and open spaces, many of which include playing fields to cater for the very sports minded people of Sunderland. The arts are well supported in the town and the Civic Theatre, the Empire, is recognised as being one of the most progressive in the country. Indeed, Sunderland is quite remarkable for the number of its cultural societies and the close-knit community activities which result from them. (See Appendix 2 - pages 117 to 121)

Physical Activities Available to Young
People in Sunderland

In an investigation into the amount of physical activity undertaken by any community it must be remembered that a great deal of unorganised activity is pursued - people walk and cycle in the countryside without anyone necessarily being aware of this, other than their immediate family or circle of friends. With this in mind, it was decided to investigate the organised areas to try to show the following:-

- a. Variety of, and facilities for, physical activity.
- b. Age range and numbers involved wherever possible.
- c. Means available to talented performers to make progress in the respective activities.

The areas examined were as follows:-

1. (a) Schools.
(b) Colleges of Further and Higher Education.
(c) Youth Service.
2. Youth Activities.
3. Outdoor Activities Centre.
4. (a) National Boys' Clubs.
(b) Scouts.
5. Industry and Commerce.
6. (a) Parks.
(b) Swimming baths.
7. Specialist Organisations.

1.(a) School Sport

"School sport is the seed-bed from which most
that is best in British sporting life has
grown and we look to its long continuance"

Wolfendon Report

'Games' has now been extended to involve almost every facet of sport and recreation and few pupils leave the schools of Sunderland without some practical knowledge of and interest in a recreational activity other than Sunderland's traditional game of soccer. In the final analysis, it is the way which young people are taught while at school that will influence them when they have left compulsory activities behind.

In Sunderland there are Associations for the following sports in the Secondary Schools:-

- | | |
|-------|---|
| Boys | 1. Association Football |
| | 2. Rugby |
| | 3. Athletics |
| | 4. Swimming |
| | 5. Badminton |
| | 6. Basketball |
| | 7. Tennis |
| | 8. Cross-Country Running |
| | 9. Cricket |
| | 10. Sailing, Judo, Volleyball and Weight Training |
| | are encouraged in some schools without there |
| | being a schools' association for them. |
| Girls | 1. Hockey |
| | 2. Netball |
| | 3. Tennis |
| | 4. Modern Educational Dance |
| | 5. Gymnastics and Trampoline |
| | 6. Swimming |
| | 7. Badminton |
| | 8. Athletics |

Outdoor Activities are encouraged in all Secondary Schools by use of the Authority's Outdoor Pursuits Centre at Derwent (see section on this centre for type of activity pursued); and several schools organise their own courses in other parts of the country.

(See Appendix 3a - page 122 - location of schools

3b - page 123 - facilities for P.E.)

1.(b) Colleges of Further Education

A. The Technical College

This College draws its students from most parts of Great Britain and from many overseas countries - the total number of students is over 1000, in the age ranges 18 to 22 for the most part.

Though the activities available to the students have little direct bearing on the rest of the community, nevertheless for the young students at the College there is a wide range of physical activities available for their choice:-

soccer	weight training	mountaineering
hockey	handball	fell-walking
rugby	badminton	camping
basketball	swimming	ski-ing
volleyball	sub-aqua	canoeing
fencing	water polo	Scottish Country Dancing
judo	fitness training	gliding
athletics/cross country	tennis	Duke of Edinburgh's Award

As regards facilities, this College has a gymnasium and swimming pool for its own use; and access to playing fields some distance away from the College. It would seem that the facilities are not really adequate for the demands made upon them, especially now that the College, as part of the increase in teacher training, has added an Education Department to its programme. Indeed, for the number of teams organised by the students and requiring playing fields and indoor facilities, the existing ones are totally inadequate.

B. The College of Education

This College, founded in 1902, is currently training over

600 men and women students for careers in teaching. Amongst the normal range of subjects studies for the teachers' certificate is Physical Education, and the work of the students and college in this subject and others affects the life of the community at large in the following ways:-

- (i) interest in the Youth Activities Association
(see separate section for details - pages 69-80)
- (ii) supplying a regular number of teachers of Physical Education to the pool of teachers in the Borough. Each year a number of students (local ones and students from other parts of the country) stay in Sunderland and work for the Education Committee - most of them for at least two years.
- (iii) students on teaching practice give welcome help in the running of school sports programmes.
- (iv) the Physical Education students are gradually being introduced to various activities organised by the Schools' Associations - at the moment, they help with the organising and officiating of the Schools' Athletic Championships.
- (v) Many students, other than those following main P.E. courses, involve themselves in the activities of various individual clubs and organisations in the Borough - they are eager to continue an interest they had before entering upon their College course. Many join Scout groups and involve themselves in all the varied activities pursued by the troops (see separate section for details of physical activities pursued by the Scouts - pages 91-94)

Once again, it is the poor quality of some of its facilities for Physical Education that hampers the work - this is especially noticeable in the provision of facilities for outdoor games.

C. Monkswearmouth College of Further Education

This College was opened in 1962 in buildings vacated by the then Monkswearmouth Grammar School - its students follow courses for Business Studies, Languages, Catering, Tailoring, Demonstrating and Nursery Nursing. As part of their time at the College the students, approximately 600, take part in physical and recreational activities; and there is a wide selection:-

basketball	soccer	netball
badminton	cricket	tennis
trampoline	soft-ball	bowls
table-tennis	weight-training	movement to music
aikido	swimming	

Here, too, the work is hampered by inadequate facilities - one small gym, one hall, one small room for weight-training and table-tennis, though the College is near a large public playing field and a public swimming bath. The worst feature is the real lack of changing and showering rooms, which appear to be non-existent.

D. West Park College of Further Education

This College caters for the apprentice craft and technician training in industry - it also serves as a feeder for the Technical College for students wishing to obtain professional status.

Approximately two hours each week is devoted to Physical Education - with numbers of about 150 full-time students. The activities pursued are limited because of the facilities available

- but the students are able to select from football, cricket, gymnastics, badminton, volleyball and swimming. Football and cricket are played on local authority pitches, three miles away from the College; swimming takes place at one of the local Public Baths; and the indoor games are followed on the College premises.

(See Appendix 3c - page 125 - location of Colleges)

1.(c) The Youth Service in Sunderland

The work of the Sunderland Youth Service is directed from Carlton House, Mowbray Road, by the Youth Committee and the Youth Organisations Committee. Both these Committees have a duty towards young people in the town and act on their behalf in the field of leisure time interests. The purpose of the Youth Service is to ensure that the young people of the town are able to enjoy facilities and training which will equip them for adult life, for useful citizenship, and to give them the opportunity of enjoying to the full the provision made for their social, physical and moral welfare. This is made possible through competitive events in sports and games, inter-organisation activities, a Swimming Association, rallies, holiday visits and conferences.

The Youth Organiser is the Secretary of the Youth Organisations Committee, which organises the following athletic competitions for the young men and women:-

1. Football league
2. Netball league
3. Swimming Association
4. Cricket league
5. Indoor Sports league - mainly table tennis
6. Basketball league
7. Outdoor Activities - specific times are made available at Derwent Hill Centre
8. Sports Exchange - Sunderland and Darlington - this is an annual day of sport during which there are competitions in a variety of sports
9. Track and field athletics.

In general, the facilities (pitches, gymnasia, halls) are provided free of charge to clubs that are affiliated to the Sunderland Youth Committee.

(2) The Youth Activities Association

This Association will be described in detail - its history, aims, work and hopes for the future - because it is an association that came into being and flourished because of the desire and interest of young people to take part in physical activity in its widest context. The Sunderland Youth Activities Association is a youth organisation with physical activity as its fundamental basis rather than a youth organisation in the accepted sense of the term, with physical activity as an incidental. It comes within the direct province of the Borough's Physical Education Organiser for Boys and not that of the Borough's Youth Organiser - indeed, the Association came into being and has continued to flourish and grow through the efforts of the Organiser for Physical Education.

A. Development, 1956 - 1966

In July 1956, the Central Council of Physical Recreation conducted a course for Sunderland school leavers - this course was held at one of the constituent colleges of Durham University, in Durham City. It was a residential course attended by fifty boys and fifty girls, and it set out to achieve the following:-

1. to give a group of boys and girls leaving secondary schools an opportunity to meet well-known coaches and players of the sports they played at school.
2. to taste a wider range of physical activities than those of the normal school curriculum, either by taking part or by seeing films and demonstrations.
3. to outline the steps to take if they wished to pursue some physical activity when they had left school.

Though games already known were included in the programme, it was decided to give a brief introduction to as wide a range of activities as possible, in the belief that there was one physical

activity which would appeal to each of the young people.

Much of the success of the course came through the efforts of the group leaders and voluntary helpers. Coaches were nominated by the various governing bodies of sport and were mainly non-teachers. In some cases, the coaches were professional sportsmen and they all welcomed the chance to work with the young people. In consultation with representatives of the Central Council of Physical Recreation it was decided to place the emphasis for the course on enjoyment and activity rather than on detailed technical instruction from the coaches. Some measure of the children's reactions was gained by the C.C.P.R. staff and other adults concerned with the course. And it was found that the young people enjoyed the new activities in preference to some of the more familiar sports; girls, in particular, were very keen to play badminton and were eager to be able to continue to play when the course was finished.

Indeed, the young people so enjoyed the initial course that there was a spontaneous demand for a follow-up. Dr. Thompson, the Director of Education at that time, received many letters of appreciation, and congratulatory letters appeared in the local press. In one of his observations on the course, the Senior Technical Representative of the Central Council of Physical Recreation for the North-East emphasised that "The immediate aim of interesting the children in new activities was certainly achieved and there was a marked contribution to what is called social training. Though this did not figure in our express aims we have long associated it with many physical activities, and were pleased with its extent on the course".

A series of meetings took place between members of the original course at Durham and interested adults - and the Sunderland Youth Activities Association was formed in February 1957. The structure

of the Association took shape, the members themselves decided upon the name of the Association and the aims, programme and activities, constitution, membership and future of the organisation were discussed. It was decided to accept as members any school leaver who wished to join; and, indeed, to make the transition easy, those who were in their last year at school were accepted for membership. As regards the activities themselves, the young people indicated what was required - badminton, judo, dancing, tennis, athletics, basketball, netball, archery and gymnastics. A management committee was formed - interested adults, local authority P.E. Organisers, two representatives of the C.C.P.R. and representatives from the young people themselves. Later on, interested parents were elected to serve on this Management Committee. A Constitution was decided upon - and here I will produce this original constitution, not because it showed anything new in the way of constitutions but merely because it illustrated the wishes of all involved that this Association should succeed:-

- " Objects: a. to help boys and girls, through providing opportunities for healthy leisure time activities, to grow to full maturity, as right living individuals and members of society.
- b. to stimulate interest in physical activities on the part of the youth of the area, and in association with the L.E.A., the C.C.P.R., the Sunderland and District Men's Physical Activities Association, and other interested bodies to contribute to the improvement of standards of performance in such activities.

1. Members will be expected to comply with the ruling of the local authority in regard to regular attendance and punctuality.

2. Members must be on the registers of two classes unless special exemption has been given.
3. Except in special circumstances members may attend one centre only.
4. All members who have left school and are working will be required to pay 6d weekly as an Association subscription.
5. All members are expected to attend the refreshment break, at which time the remainder of the building will be out of bounds.
6. Movement about the buildings must be by the most direct route.
7. Accidental damage to the building or any item of equipment must be reported immediately to an instructor or to a member of the Management Committee.
8. Smoking is allowed only in the dining-room during the break.
9. It is expected that all members will wear dress appropriate to the activity in which they are taking part.
10. Any injury, however trivial, should be reported to the instructor in charge of the class.
11. Each centre will be represented on the Management Committee by two boys and two girls.
12. Any serious infringement of these rules may result in expulsion from the Association.
13. The Association is controlled by a Management Committee which includes parents. "

With this constitution as a guide, the first centre was opened with a local headmaster as leader and the instructors paid for by

the local authority. Soon a waiting list of applicants had to be started - the news of this venture quickly spread until it was eventually decided to open a second centre in April, 1958.

The July 1958 issue of the C.C.P.R. publication 'Physical Recreation' contained an article by A.L. Colbeck, Esq., M.B.E. Under the heading 'This Youth Scheme is successfully different' Mr. Colbeck stated: "Here is the story of a flourishing youth club based on an entirely physical programme. Its rules blend just the right amount of compulsion with freedom. There is, in fact, only one snag. The old, old story of not enough facilities". Mr. Colbeck went on to say "It is always dangerous to claim that this or that experiment is unique or the first of its kind. Invariably, someone can quote a precedent. There is nothing new under the sun. Nevertheless, there are grounds for thinking that the Sunderland Youth Activities Association is unique. The association is committed to the improvement of standards of performance in physical activities of its members. Membership is restricted to boys and girls between 15 and 21, and a condition of membership is that each must join at least one special physical activity in addition to such social activities as may be arranged. Thus, it is not a youth club nor a single activities club in the normally accepted sense of these terms. It is an organisation which is based on the belief that an entirely physical programme conducted solely with a view to improving the standards of performance of its members will:-

- a. prove attractive to young boys and girls in different age groups.
- b. provide incidentally much of the training which figures in the programme of normal youth organisations.
- c. not compete with other youth organisations either in the recruitment of members or in the playing of games.

- d. serve as a recruiting and feeding agency for a wide variety of physical activities, some of which rarely appear in a youth club programme.

The Association is not perfect, of course, and, no doubt, has still many teething troubles to overcome, but the Management Committee is confident about the future. They already have the enthusiastic support of the Sunderland Education Committee department of Physical Education and Youth Services. No doubt, they will also receive the help they need from the governing bodies of sport in the North-East, who have so much to gain as the Association grows, as it should."

Reference was made to the work of the Youth Activities by Miss. P.C. Coulson, O.B.E., as part of her address to organisers and lecturers in Physical Education at their Conference in July 1960. The Principal of Dartford College of Physical Education, Miss. Alexander, visited the Association and was present at evening activities and at a meeting of the Management Committee. Requests for information were received from various local authorities.

During the Summer of 1960 interest was fostered in Outdoor Activities - interested members met at Finchale Abbey, a few miles from Sunderland, and were given practical instruction in canoeing. In addition, pony trekking at Stanhope was enjoyed by a group of boys and girls, together with adult members of the Management Committee. In July 1960 a camp was arranged at Edmundbyers - it was attended by younger members and several adults; a canoeing course took place in September 1960, conducted by members of the North East Canoeing Association. Several members have since been on Outward Bound Courses, all returning full of enthusiasm for the work involved.

About this time, early 1961, it was decided to organise a leaders' course to provide instructors for the various activities

of the Association; this training was undertaken by the Secretary of the Association, Mr. C.T. Griffiths, lecturer in Physical Education at Sunderland College of Education. Nineteen young men and women, all Youth Activities Association members, took part in this course - instruction was given in teaching techniques, first aid, anatomy and physiology. As a result, several of these young people were placed on the Sunderland Education Committee's panel of part-time instructors of Physical Education.

By the Winter of 1961 the Association had grown to four centres, held at the following schools:-

Bede Schools	- Wednesday
Bede Schools	- Thursday
Castle View School	- Thursday
Commercial Road Schools	- Friday

And it continued to flourish at these centres until 1963 when the new Comprehensive School on the Red House Estate was opened - the Association began to fill a need in this new housing development. The Red House School, with its vast facilities (gymnasium, swimming bath, large sports hall, tennis courts, weight training area) was a most suitable place for this extension - classes began in basketball, netball, swimming and life saving, badminton, judo, weight training, tennis, archery, gymnastics and fencing.

In 1964 an attempt was made to start another centre on a housing estate on the south side of the Borough. Unfortunately, this venture did not meet with the response that had been anticipated and so it was left alone for a time in the hope that the young people themselves would begin to request the establishment of the centre in this particular area.

Despite this, throughout the years 1964 to 1966, the Youth

Activities Association continued to flourish, and at least 500 young people were taking full advantage of the programmes being followed at the various centres.

B. Present Structure of the Association

(as at September 1967)

1. Centres (See Appendix 4 - page 126)

There are eight centres, each in the charge of a centre leader, and all based on the large secondary schools where there are good facilities. A further centre is planned at the new Pennywell School in 1968.

	<u>Centre</u>	<u>Evening</u>	<u>Number of Individual Classes</u>
1.	Thornhill	Monday	12
2.	Red House	Monday	18
3.	Bede	Wednesday	14
4.	Red House	Wednesday	6
5.	St. Thomas Aquinas	Wednesday	23
6.	Broadway	Thursday	11
7.	Castle View	Thursday	10
8.	Thornhill	Thursday	18
		Total	112

2. Activities

These vary from centre to centre, depending on the facilities available, the availability of instructors. But the following activities are pursued at one or other of the centres:-

Badminton	Tennis	Games Training
Aikido	Volley Ball	Basket Ball
Table Tennis	Judo	Scottish Dance
Weight Lifting	Keep Fit	Archery
Swimming	Fencing	

In some of the centres, a new venture has been the addition of non-physical skills, and these include the following:-

chess,	metal work,	woodwork,	cooking,
art,	photography,	mathematics,	drama.

3. Programme

In all the centres the programme is arranged as follows:-

7.0 - 8.0	Activities
8.0 - 8.30	Refreshment Break
8.30 - 9.30	Activities

Normally each member attends two activity sessions, and usually chooses a different activity for the second hour. Hard and fast rules are not imposed and frequently children who are not able to attend for two sessions because of the pressure of homework attend for only one class.

4. Administration

This is the responsibility of the Management Committee; for each individual centre, the administrative work is carried out by the centre leader.

5. Finance

Income is derived from the following sources:-

- (a) Grant from the Education Authority
- (b) Subscription from members
- (c) Canteen profits

This income is used mainly for the purchase of equipment.

6. Age Range

This is now from 13 to 21 years - the age range has been lowered in the hope that children would have more chance of seeing that there

was opportunity available to follow up their activity when they left school.

7. Instructors

Instructors are obtained from the following sources - and the quality of these people really determine the success of the Association:-

- (a) Teachers, many of them specialists in Physical Education.
- (b) Lecturers from the College of Education, some of whom are P.E. Specialists, and others with special interests in some non-physical activities.
- (c) Non-teachers, who are expert in some particular activity - judo black belts, coaches in archery.
- (d) Young men and women who have been Association members and have become proficient in any particular activity - they work with a qualified instructor to start with and attend courses organised by the authority.

8. Derwent Hill Centre

Each Summer members of the Association can attend a course at this centre - see chapter on this centre.

C. The Future

A very important development in 1967 has been the sponsoring of the Thornhill Centre on Thursday evenings by the Sunderland College of Education. A member of the College P.E. staff, assisted by other members of the College, have organised this centre, and students from the College assist with the various classes, and, in some cases, become members of the classes. It is hoped that there will be an increase in this student participation in the near future in other centres. And it is hoped to increase the number of non-physical activities pursued at some of the centres so that there will be a real marriage of physical and cultural effort.

The Management Committee envisage a centre being opened eventually at every large Secondary School where full facilities exist for physical activity. It is the hope and aim that the activities should be placed at the disposal of every young person who wants to partake of them in the Borough of Sunderland. Already, the Committee has discussed a further lowering of the age range for the Association - and such a move might necessitate re-thinking on the times of the programme. Should the evening start earlier for the younger members, leaving the latter part free for older members? These are some of the matters that are to be pursued in the further development of this Youth Activities Association.

Those adults who have been involved with this Association from the outset have a feeling of pride when they see what has resulted from the original course at Durham. More so when they see former members of the activities taking classes at the various centres. They really feel that the Association is playing an important role in the lives of many of the young people of the Borough of Sunderland.

- (3) Outdoor Activities Centre,
Derwent Hill, Keswick.

Outdoor Activities Centre - Derwent Hill

In June 1962, largely through the efforts of the then Deputy Director of Education, the Sunderland Corporation opened a centre at Keswick where young people could learn safe enjoyment of the countryside. Derwent Hill, situated at Portinscale, is ideal as an Outdoor Activities Centre, with easy access to the lakes and mountains. The house itself is a beautiful one, situated in 28 acres of equally beautiful gardens. Thirty students can sleep in single beds in dormitories of from three to seven people. There is hot and cold water in most bedrooms as well as showers. The house is centrally heated and pleasingly furnished. There is a sitting room with easy chairs and a games room with a table tennis table. For the evenings a record player is available and also 35mm. slide and 16mm. film projectors. The centre is run on the Youth Hostel self-help basis and all course members are detailed for a turn at domestic duties.

A further 20 students can sleep under canvas but eat in the house. The camp site is situated about 600 yards from the house down by the river. Although the site has three water flushing toilets and two wash hand basins with running cold water, it is nevertheless a camp site and students camp whatever the weather. They are accommodated in 4 Icelandic tents; visiting staff use a smaller tent, with two camp beds for sleeping. Each student is provided with a down filled sleeping bag: meals for those using the camp site are provided in the house and use is made of the drying rooms, shower facilities and lecture rooms.

The Principal of the Centre is a man of vast experience in outdoor activities, a teacher trained in Physical Education, and he is assisted by four other people, experienced in this sphere. The curriculum, drawn up by the Principal and the teacher or leader in charge of a party, includes mountain walking, rock climbing, ski-ing,

map reading, canoeing, camping, local and natural history, physical geography, though other activities can be provided. Pony trekking has been added, though at an extra cost to the students, and it has proved to be very popular and, in some ways, the highlight of a course at Derwent Hill. The ponies, Icelandic horses, are centred at the Lakeland Stables at Portinscale and the treks lead over the bridle paths about Derwentwater and Newlands. The courses at Derwent Hill are strenuous and the minimum age for a standard course is 14 years - though a separate course can be arranged for 20 pupils in the 11 to 13 age groups.

Ideally the Principal likes children to attend an introductory course of one week - and if the student shows an aptitude and interest in the sort of work undertaken he or she will be invited to return on at least one supplementary course. Several weekend courses are available for this type of course and if the student returns on about three courses to learn more about his or her specific activities then the Principal will put them in contact with club secretaries - a close liaison has been nurtured with the Sunderland Canoe Club.

Youth Service and Principal's Course weekends are more developments - these are open to individual as well as organised groups. The Skye Course, though designed for teachers and leaders, is open to all who have a basic knowledge of hill walking - it is based on the Glen Brittle camp site and run by Derwent Hill staff. The ski-ing courses are based on the Youth Hostels in the Cairngorms and are limited to 12 students. These parties can be mixed and are for older children. All the equipment for climbing, canoeing, camping and ski-ing is provided by the Centre.

Field study courses are occasionally run from the Centre - not by the resident staff who are geared for and occupied in outdoor activities, but by the staff of the school running these courses.

Such groups make use of the centre for living and lectures.

So that all children might take advantage of the facilities at Derwent Hill, the Corporation does not charge a high fee for attendance:-

- (i) Pupils in full time attendance at schools and colleges in the Borough not in receipt of income or grant - 10s. per day, including transport to and from the centre.
- (ii) Adults from within the Borough - 17/6 per day, including hire of equipment.
- (iii) Other persons 23/6 per day, including fee for hire of equipment.
- (iv) School parties on camp site - 8/6 per day, including transport and meals in the house.
- (v) Other campers at discretion of the Principal - 7/6 per day, plus 3/- per day or part day thereafter, such users to supply their own food.

A look at the programme planned for the year from August 1966 to July 1967 will show the extent to which the Centre is used and the different organisations using it and taking advantage of the facilities available to their pupils or members.

<u>Course Number</u>	<u>Organisation</u>
120	Youth Activities Association
121	Youth Activities Association
122	Principal's Course - general mountaineering in Skye
123	Bede Girls' School
124	Principal's Course - rock climbing/canoeing
125	Red House School
126	Sunderland Keep Fit Association
127	Thorney Close School
128	Principal's Course - rock climbing/canoeing

129	Mountain Leadership Final Assessment Course
130	Youth or Further Education Course
131	West Southwick Girls and Monkwearmouth Schools
132	Principal's Course - Fell Walking
133	Havelock Boys School
134	Youth or Further Education Course
135	Youth Leaders Training Course
136	Monkwearmouth College
	Supplementary Course - Ski-ing in Scotland
137	Principal's Course- Snow or Ice Climbing
138	Supplementary Course - Ski-ing in Scotland
139	Youth or Further Education Course
140	College of Art
	Supplementary Course - Ski-ing in Scotland
141	Principal's Course - Snow and Ice Climbing
142	Supplementary Course - Ski-ing in Scotland
143	Youth or Further Education Course
144	Supplementary Course - Ski-ing in Scotland
145	Principal's Course - Rock Climbing
146	Mountain Leadership preliminary Course
147	Youth or Further Education Course
148	Bede Boys' School
149	Principal's Course - Canoeing and Fell Walking
150	West Southwick Boys' School
151	Youth or Further Education Course
152	Commercial Road Boys' School
153	Roker Methodist Youth Club
154	Commercial Road Girls' School
155	Youth or Further Education Course
156	Thornhill School
157	Principal's Course - Canoeing and Rock Climbing
158	Farringdon School
159	Youth or Further Education Course

- 160 College of Education Course
- 161 Youth or Further Education Course

If all the courses are fully subscribed more than 2000 young people each year enjoy the advantages and facilities that the Corporation of Sunderland provide for them - they will experience a wide programme of outdoor activities, with excellent instruction in all aspects and living in the pleasantest of conditions.

4.(a) National Boys' Clubs

National Boys' Clubs

There are sixteen clubs in Sunderland and all have a variety of activities - wherever possible, physical activities are encouraged by the Club leaders.

During the year 1966-1967 the activities pursued were as follows:-

Club	Membership	Physical Activities
Lambton Street	380	** Swimming *** Football ** Gymnastics *** Trampoline *** Badminton *** Circuit Training *** Boxing * Canoeing ** Cross Country ** Athletics * Archery *** Five-a-side ** Cricket
Grindon (a new sports hall has recently been erected)	250	*** Football *** Basketball ** Badminton *** Circuit Training ** Judo ** Cross Country ** Athletics *** Volleyball *** Five-a-side * Shinty ** Cricket

Gray	70	*** Five-a-side * Boxing ** Athletics ** Road Running * Gymnastics
St. Chads	38	** Hiking ** Walking *** Five-a-side * Canoeing ** Football ** Swimming
Roker Boys	48	*** Football
Tudor	50	*** Football
Ryhope Boys	100	*** Five-a-side ** Canoeing ** Hiking ** Cross Country *** Football * Archery ** Badminton * Fencing ** Judo
St. Patrick's	36	*** Football
St. Matthews	180	*** Football *** Five-a-side ** Judo ** Hiking ** Canoeing ** Road Running

- * Boxing
- ** Athletics
- ** Road Running
- ** Cross Country
- ** Football

Degree of participation - *** more than twice per week in season

** once per week

* infrequently

There are frequent competitions between the clubs and teams are selected to represent the combined clubs in many of the competitions organised on a National basis. In addition the names of talented performers of any of the activities are forwarded for the area and national trials so that any members have the opportunity of being selected for the National Boys' Clubs teams. Indeed, in the past seasons the Durham County and England Boys' Club basketball teams have included several players from the Sunderland clubs.

4.(b) Scouting in Sunderland

Scouting in Sunderland

In 1966 the Advance Report on Scouting was published and its recommendations are gradually being put into operation - one of these was that new terms for the various sections should be used, as follows:-

- Cub Scouts - 8 years to 11 years
- Scouts - 11 years to 16 years
- Venture Scouts - 16 years to 21 years

Though the first group are not really involved in this project, nevertheless, a brief mention of their use of physical education will be made so that a full picture of scouting in the Borough can be given. In 1966-1967 there are a total of 36 scout groups and 5 sea scout groups, Sunderland being divided into four districts.

1. Cub Scouts

- a. A football league which is generally well supported and the pitches are provided by the local education authority.
- b. An annual sports day that includes athletics and novelty races.
- c. Visits to scout camps where competitions and races are organised.

2. Scouts

- a. Traditional indoor games.
- b. Swimming is strongly encouraged and there is an annual gala.
- c. There is an annual sports day and groups work at athletics in the Summer months.
- d. Camping - this is a vital part of the training, usually at Whitsuntide, during the Summer holidays and occasionally at the weekends during the year.
- e. Hiking.

- f. Canoeing - this is done mainly by the Sea Scouts and by the Venture Scouts.
- g. Sailing - this is done mainly by the Sea Scouts, at Sunderland Sailing Club. Here they learn to sail and to race.
- h. A new competition for indoor football has recently started and there were entries from 26 troops. For this church halls and school gymnasias are used.

3. Venture Scouts

- a. Camping, hiking, canoeing, swimming and climbing.
- b. League for indoor football.
- c. Duke of Edinburgh's Award Scheme - a special one for scouting.
- d. Outward Bound - boys are sponsored by the local Association.
- e. Expedition Work - e.g. training in Winter expeditions.

The facilities available for the scouts groups in Sunderland are as follows:-

- a. Derwent Hill Centre - for canoeing, rock climbing, snow and ice courses.
- b. Sharply Camp site - near Sunderland. Each troop is allocated a site which can be used at any time but is mainly for training at weekend camps. There are permanent washing and toilet facilities.
- c. Halls and gymnasias. Most troops use their own headquarters for indoor recreation work; some use school halls or gymnasias once or twice a week.

Two troops in particular encourage their members to participate in physical activities:-

a. St. Andrew's Sea Scouts

Because of its general high standards of all-round work this troop receives a grant from the navy: it possesses its own canoes, trainer boats and dinghies.

b. Tudor Scouts

This troop was singled out by the District Commissioner as being run on the lines of the Advance Party Report - much emphasis in this troop is placed on participation in physical activities and in consequence a wide range of activities and facilities is provided.

In addition to the above activities there are competitions to encourage camping, an important part in the whole of the scouting movement:-

- a. Stansfield-Richardson Cup - under 15
- b. Kayll Cup - under 15 outdoor activities
- c. Paterson Cup - under 18 weekend hike
- d. Rover Quest - under 21 hiking competition

These competitions test such things as preparation of menu, simple pioneering, first aid, etc.

(5) Commerce and Industry

Many firms in Sunderland promote activities - sporting and social - in which their employees of all ages may participate. In some cases some of them are affiliated to the Sunderland Youth Organisations Committee so that they might be able to enter the leagues organised by the Committee. But, on the whole, firms tend to organise their activities for all employees rather than for a particular section - i.e. Youth Section. Those firms which do have organised activities for their apprentices almost entirely confine them to the running of football teams.

Here are some examples of what is available for young people connected with the firms mentioned:-

1. Thorne A.E.I. Radio Valves and Tubes Ltd.

This firm has two factories in Sunderland - in one of them the employees are mostly girls and for these, activities such as netball and keep-fit have always been popular. The other factory employs mainly men on shift work and inter-departmental football competitions are amongst the most popular activities in the programme. The apprentices always enter teams in these competitions.

In his 1967 circular to new employees the Secretary of the Sports and Social Clubs listed the following physical activities as being available to them, organised by the Sports and Social Club - angling, athletics, badminton, cricket, fencing, five-a-side football competitions, netball, swimming, table-tennis, weight-lifting.

2. Steel Group

This company has a very good sports club and all employees are encouraged to join it - activities offered are varied, such as tennis, table-tennis, football, cricket, bowls, archery, angling, badminton, swimming, sailing, quoits, golf, ten-pin bowling, keep-fit and netball.

3. Pyrex Social Club

This firm has a large sports ground of approximately 25 acres and including two football pitches, one cricket pitch, four tennis courts and one bowling green. There are three football teams, whose ages range from 16 to 25 years; and there are sections for the following physical activities - cricket, bowls, tennis, badminton, sailing, table-tennis. As the firm employs in the region of three-thousand people from the age of 15 upwards, it can be assumed that a good number of young people are taking advantage of these activities.

4. Vaux Breweries

A Sunderland based firm, Vaux Breweries have, since 1960, pursued a considerable programme of encouraging sport in the North East and in Scotland. Events sponsored by the firm are the Vaux School of Sport, a Grand Prix Cycle Race, Schools Swimming Championships. The firm encourages its own employees to form cricket, football and rifle shooting teams by providing facilities for these activities. and pursuing its policy of encouraging sport in the area, the Vaux Company allow boys' clubs to make use of its sports ground. Indeed, the Chairman of the Company in 1966-67 was the President of the Durham County Association of Boys' Clubs and it was largely through his drive that the Grindon Boys' Club was built on land owned by Vaux and that funds were raised to add a fine sports hall to the existing facilities of this club. (See Appendix 7 - pages 130 to 131).

5. Doxford & Sunderland Shipbuilding and Engineering Company Ltd.

Belford House Sports and Social Club is available to the employees of this company - at the time of writing, the membership was 640 and, because the Club has a licensed bar and there is a local veto on drink facilities for young people under 18 years of age, most of this number are over the age of 18 years. For members, a variety of physical activities is available, tennis, bowls, cricket,

rugby, association football, billiards and darts.

6. Other firms who replied to my enquiries were:-

- a. Janet Frazer - inter departmental netball competitions,
involving about 50 girls.
- b. Austin & Pickersgill Ltd. - Apprentices football team.
(shipbuilders)
- c. Batram & Sons Ltd. - No provision for physical activities
(shipbuilders)
- d. George Clark & N.E.M. Ltd.- No provision for physical activities

6.(a) Public Parks

It was in the middle of the last century that people began to realise that it was necessary to provide or conserve some open spaces within urban areas for public use. Since then, the numbers of parks, playing fields and other open spaces within the towns have steadily increased. In the early days, the parks were designed to accommodate the more passive forms of recreation, such as strolling and sitting in the well-maintained formalised gardens. Bandstands were provided in which military and brass bands played to large audiences. However, as people began to demand more active forms of leisure, so facilities were provided for the playing of games, such as bowls and tennis. Recreation grounds were developed for the young people to participate in games of football, cricket, etc.

In Sunderland, today, amongst other things, the Parks Department is responsible for the administration and maintenance of public parks and recreation grounds. The principal parks and playing grounds are as follows:- see Appendix 5 - page 127

1. Mowbray Park - situated in the centre of the town,
(18 acres) this park was opened in 1857.
2. Roker Park - situated near the sea-front, this
(17½ acres) park has facilities for bowls, tennis and putting.
3. Barnes Park - this park is being extended by a
(77½ acres) further 30 acres, and has facilities for tennis and bowls.
4. Beckhouse Park - this is a natural park
(33½ acres)
5. Barley Mow Park - this park has facilities for bowls,
(7 acres) tennis and hockey.
6. Burn Park - this park is situated in a built-up
(4 acres) area.

7. Margaret Thompson Park - this park has bowling greens,
(25 acres) tennis courts, a children's
playground, and playing facilities
for team games.
8. King George V Playing
Fields - has facilities for bowls, tennis,
(18 acres) football, cricket and unorganised
games.
9. Tunstal Hill
Marley Potts - other playing fields where team games
Ferryboat Lane are played.

6.(b) Swimming Pools

There are two public indoor swimming baths operated by the Sunderland Corporation - though several of the large Secondary Schools have now been provided with swimming facilities (see section on Schools' Sport). And in the re-development plans for the Borough, it is intended to increase the provision of swimming facilities for the public in general. (See Appendix 5 - page 128)

At both public swimming baths (High Street West and Newcastle Road) the Education Committee provides special facilities for teaching organised parties of school children to swim. And arrangements for adult coaching in swimming and diving are carried out by private clubs who have special sessions at both baths. Further encouragement is given to local swimmers by the organising of a series of galas each year - these are arranged by the Sunderland Corporation, the Police Recreation Club, the Ladies' Swimming Club, and the Mens' Swimming Club at Newcastle Road Baths; and the Schools' Championships by the Education Authority at High Street West Baths.

(7) Other Organisations Catering for the Physical
Interests of the Young People of Sunderland

1. Thorney Close Youth Centre

This Centre is the first one built and managed by the Education Committee - and it provides a programme of varied activities for young people from 14 to 21. In the year 1966 - 67 there were 654 members of this Youth Centre. Though there is not too much concentration in this Centre on physical activities, the Warden leaving this to the Youth Activities Association and its skilled instructors, it does provide opportunity for its members to enter teams in the various competitions organised by the Youth Organisations Committee. In consequence, it has teams for soccer, table-tennis, basketball, athletics, swimming. Short courses are also arranged in golf, trampolining and judo. Tennis is also played in the Summer, making use of the tennis courts and other facilities of the nearby Secondary School.

2. Cycling

Many young people have an active interest in cycling, though they do not all belong to any particular club - it is difficult, therefore, to give an accurate picture of the amount of participation. One of the clubs, the Wearside Section, has a young persons membership of about 20, though this tends to fluctuate from time to time. However, if young people are interested in this activity, then there are clubs in the Borough eager to stimulate and further this interest.

3. Fulwell and Whitburn Gymnastics Club

This is a club that gives encouragement to young gymnasts of ability and interests, and the membership is in the region of 100. Though it is not confined to young people from Sunderland, they, along with other young people in the neighbourhood, are able to become members. The work involved is a preparation for the various

competitions - Durham County, North Eastern Championships, English Schools Championships, and the British Championships. For the work of this club, a modern gymnasium is provided free of charge by the Durham County Education Authority.

4. Duke of Edinburgh's Award Scheme

The Sunderland Education Committee has arrangements as an operating authority and boys and girls of 14 and over are able to take part in this scheme: nor do they have to belong to a particular organisation - schools and youth groups are taking part. The figures for the year 1966 of those gaining awards was as follows:-

Bronze	64	(41 boys, 23 girls)
Silver	8	(8 boys)
Gold	8	(8 boys)

It would seem to me that more interest could be aroused in the young people to want to participate in this venture.

5. Youth Hostels Association

The Sunderland Sub-Group of his Association existed until September 1965, as a unit of the Wear, Tees, and Eskdale Regional Group. But after that date, under a National Re-organisation Scheme, a new Region came into being, composed of the former Northumberland and Tyneside Region of the Wear, Tees and Eskdale Region - and it is known as the Border and Dales Region. In the centre of this new region is the Sunderland Sub-Group. In August, 1967, the Sunderland membership was approximately 2,000; and that of the whole Border and Dales Region 13,000. In addition to the work of interesting would-be members in the joys and pleasures of the Association, the Sunderland Sub-Region aims also to help hostels and wardens in the region by providing working parties as and when needed (there are, incidentally, 17 hostels in the Region). Of special concern to this group is the Barnard Castle Youth Hostel as it comes under its immediate care.

In addition to the usual hostel facilities for young people making their own expeditions, the Youth Hostels Association does organise adventure holidays in various parts of the country and any member is able to join such holidays - pony trekking, walking, sailing, canoeing, mountaintcraft, and cycling.

6. Y.M.C.A. and Y.W.C.A.

The strength of these Associations in the Borough is about 600, and of this number approximately 450 (250 boys and 200 girls) members in the age range 14 to 21 take an active interest in the physical activities available to them as members. In his 1967 message to the members, the Chairman of the Y.M.C.A. had this to say: "Despite all the adverse criticism of the young people today in the Press, I am convinced that the great majority of our young folk are a fine lot who, given the right leadership and surroundings will rise to any occasion and our Y.M.C.A. must continue to do all in its power to help them to achieve the best that is in them."

Towards this end the Association provides a multitude of activities - physical, cultural, recreational, call them what you will - at its own premises in the hope that the Association in Sunderland will be a place where members of all ages might enjoy themselves in a happy, friendly and Christian atmosphere.

In addition to the other activities provided, the weekly programme contained the following physical activities during the 1966-67 session:-

Monday	-	Men's Weight Training
		Table Tennis
		Swimming
		Basket Ball
		Netball

Tuesday	-	Junior Badminton Girls' Weight Training Badminton Table Tennis Mens' Judo
Wednesday	-	Mens' Weight Training Womens' Judo Football Training
Thursday	-	Junior and Senior Badminton Table Tennis Ladies Weight Training
Friday	-	Mens' Weight Training Table Tennis Matches
Saturday	-	Junior and Senior Badminton Weight Training Table Tennis

And of these activities, it is activities like Judo and Weight Training that have gained in popularity and been requested by the Members.

7. Sunderland Cricket and Rugby Football Club.

This Club was started initially to cater for the sporting requirements of the upper class and their children on holiday from public schools. However, over the years, this has widened so that many members of the club now are from a working-class, grammar school, background. The facilities enable members to play bowls, cricket, hockey, rugby, squash and tennis.

Young people can apply to become members of this club, though entry is not automatic, and once elected it is up to the young people

themselves to show interest in a particular sport or section if they wish to be selected for one of the teams organised by each section. It is only in the rugby section that young people specifically are catered for - in other cases, if a young person is good enough and interested enough then he or she will be selected - for example, in the cricket section, there were four school-boys in the 3rd XI during the 1967 Summer.

Any young player can wander to the nets for cricket and tennis and older players will help with coaching: team coaching is the responsibility of each section captain. It does happen that teachers who are members often encourage their pupils to join the respective sections of the Club.

Conclusions

Having surveyed the opportunities for physical activity available and open to young people in Sunderland, it would seem that the following features stand out:-

1. that the schools (and because of the work of the schools, the Organisers of Physical Education and the Education Committee) are pursuing policies that should enable every boy and girl to be able to nurture and develop their interest and skill in a variety of physical activities so that they might be able to pursue some physical activity when they have left full-time education and are progressing through adolescence into adulthood. This is helped and fostered by the Authority's generous provision of facilities in its Secondary Schools, enabling individual schools to offer wide programmes of activities, and by the provision of the excellent outdoor activities centre in the Lake District.

2. that in Sunderland, the young people have the opportunity to further their interests when they have finished with full-time education. This is encouraged by the Authority's dual and multiple use of its large Secondary Schools - schools where full facilities exist for a variety of physical activities to be pursued - and by the Authority being prepared to encourage as many of its local people of skill, expertise and enthusiasm to participate in its planned programme of activities. This is also encouraged by the large number of other organisations and associations which include physical activities in their programmes. (See Appendix 6 - page 129)

3. that the siting of the large Secondary Schools and their facilities is being done in such a way that each area of population is being provided with a centre in which activities of all kinds are able to be pursued. Consequently, the Secondary Schools (with, in some cases, an added Community Association Centre or block) are becoming a centre of attention for each of the local communities.

In fact, no pocket of population is very far from such facilities. This, indeed, could be a pointer to the future urban development in England - where the facilities provided in large Secondary Schools are put at the disposal of the general populace. In Sunderland, the practice is that the facilities of the schools revert to the Authority's general use after six o'clock of an evening - this enables the schools to plan a variety of activities of all sorts immediately after school and the rest of the community to make use of the facilities in the later evening. In this way, full use is being made of what is provided in the schools.

4. that the Borough is generally fortunate in having a supply of skilled and energetic people prepared to help with all its activities (some receiving salaries, many others giving their time voluntarily). A large debt in this direction is owed to the Borough's Organiser of Physical Education - here is a man who has given most of his working life to Sunderland, first as a teacher of Physical Education and latterly as the Organiser for the work. Consequently, over the years he has developed a vigorous and lasting interest in the whole community and its affairs.

These, then, are the points to the credit of Sunderland - and as a result of all this encouragement, the 'gap' of the Wolfendon Report should not be so noticeable or outstanding in Sunderland. However, there are some matters that need to be examined and improved:-

1. the facilities provided for the Colleges of Further Education and Higher Education are hardly sufficient for them to carry out adequately the interesting and exciting programmes of work they would like to plan. It would seem that every effort is being made in the realm of secondary school education (and this could be because of the changing over to a Comprehensive System and, in consequence, there is a desire to do it as well as possible) but that little effort has been made for the Colleges of Further and

Higher Education. This is especially noticeable in the provision of facilities for outside work. This could be changed with the spreading of the Borough boundaries - for it does seem that any increase in playing field provision will have to take place on or beyond the Borough boundaries.

2. industry could do more in the way of providing facilities and encouragement for its young people to be able to take part in physical activities. In a few instances this is good, both in provision and encouragement; but the majority of the firms seem to pay lip service only, and give little thought to this aspect of their life. More firms could surely follow the lead given by the Vaux Company.

3. no evidence of any intention to build a central sports area could be found - it seems that reliance is being placed in the community use of school facilities. In some ways it is surprising when one thinks of the sports centres in some of the neighbouring towns and areas - e.g. Stockton, Billingham, Newcastle.

4. the distribution of swimming facilities needs to be improved - it would seem to be essential to provide more facilities on the south side of the River Wear. The north side appears to be well catered for here, but so far there has been no attempt to cater for the housing estates on the south side (though, indeed, two public pools are planned for the near future).

As a final summing up it can certainly be claimed that in Sunderland every encouragement is being given to the young to find some physical activity in which they can become involved - even though there are things to be altered and improved, nevertheless a great deal is being done for and on behalf of the young people in Sunderland in the sphere of physical education.

Appendix (pages 115 - 131)

1. Revised Code, 1861-62 refer to pages 115-116
2. a. Cultural Societies
b. Sports Clubs
c. Maps showing refer to pages 117-121
 - (i) position of Sunderland in North-East
 - (ii) shape and division of Sunderland
 - (iii) local political division
3. a. Map showing positions of Schools
b. Details of School facilities for Physical Education refer to pages 112-125
c. Map showing location of Colleges of Further and Higher Education
4. Map showing local of Youth Activity Centres refer to page 126
5. Maps showing
 - (i) Position of Public Parks refer to pages 127-128
 - (ii) Position of Swimming facilities
6. Summary of Physical Activity Classes organised by Further Education Department - Autumn Term 1967 refer to page 129
7. Vaux School of Sport refer to pages 130-131

Chapter II Grants to maintain schools - Part I
 Section I Annual Grants Conditional upon the Number
 of the Teachers, and the

Section 48

	STANDARD I	STANDARD II	STANDARD III
Reading	Narrative in monosyllables	One of the narratives next in order after monosyllables in an elementary reading book used in the school	A short paragraph from an elementary reading book used in the school
Writing	Form on blackboard or slate, from dictation, letters, capital and small, manuscript	Copy in manuscript character a line of print	A sentence from the same paragraph slowly read once, and dictated in single words.
Arithmetic	Form on blackboard or slate from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10, orally from examples on blackboard	A sum in simple addition or subtraction, and the multiplication table	A sum in any simple rule as far as short division (inclusive)

1861 - 1862

Elementary Schools

and Proficiency of the Scholars, the Number and Qualification

state of the Schools

STANDARD IV

A short paragraph from
a more advanced reading
book used in the school

A sentence slowly
dictated once by a few
words at a time, from the
same book, but not from
the paragraph read

A sum in compound rules
(money)

STANDARD V

A few lines of poetry
from a reading book
used in the first class
of the school

A sentence slowly
dictated once, by a few
words at a time, from a
reading book used in the
first class of the school

A sum in compound rules
(common weights and
measures)

STANDARD VI

A short ordinary
paragraph in a newspaper,
or other modern
narrative

Another short ordinary
paragraph in a newspaper
or other modern narrative
slowly dictated once by
a few words at a time

A sum in practice or
bills of parcels.

2 (a)

Cultural Societies

(As advertised in the Municipal Handbook of 1966)

Bishopwearmouth Choral Society
Burns Club
Caledonian Society
Chess Club
Cumberland-Westmorland Society
Durham County Local History Association
Folk Music Club
Gardens Guild
Historical Association.
Model Engineering
Philatelic Society
Sunderland Amateur Operatic Society
Sunderland Antiquarian Society
Sunderland Art Club
Sunderland Art Gallery Concerts
Sunderland Civic Society
Sunderland and District Organists' Association
Sunderland Drama Club
Sunderland Empire Theatre Society
Sunderland Junior Empire Theatre Society
Sunderland Gramophone Music Society
Sunderland Languages Club
Sunderland Natural History Society
Sunderland Photographic Association
Sunderland Pianoforte Society
Sunderland Singers
Wearmouth Bridge Club
Worker's Educational Association

2 (b)

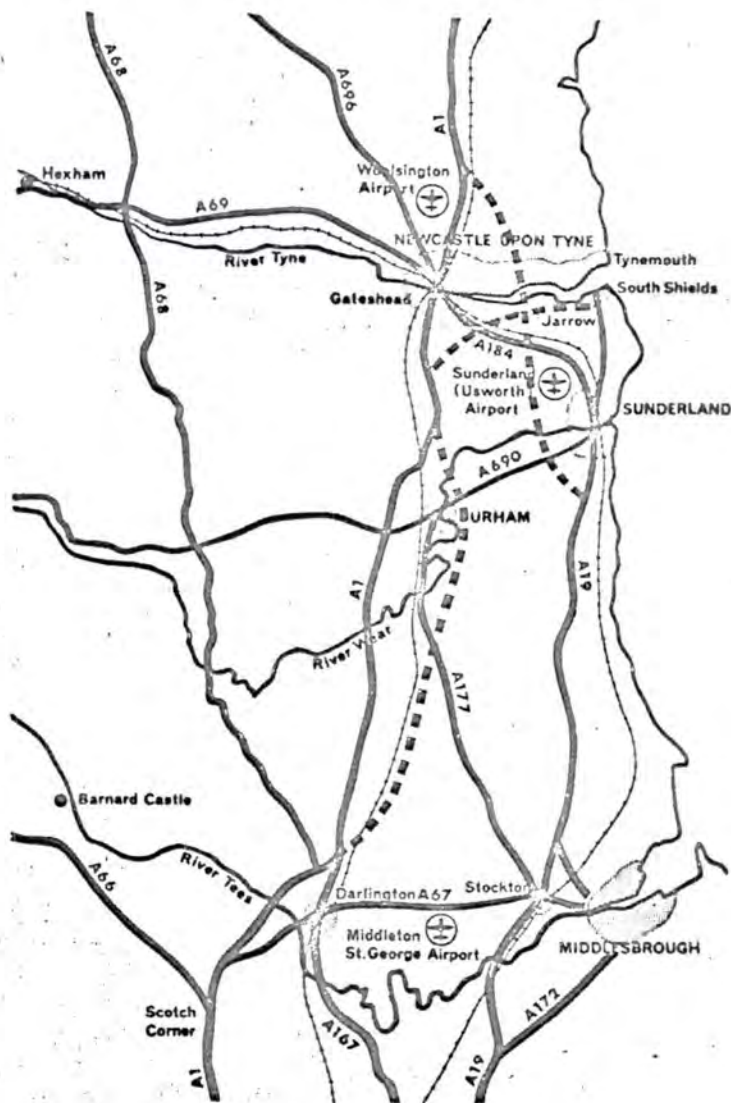
Sports Clubs

(As advertised in the Municipal Handbook of 1966)

Belford House Sports Club
Boldon Golf Club
Deptford Yard Sailing Club
East Boldon Cricket Club
Excel Bowl
Judo Club
Roker Park Club
Sunderland Association Football Club
Sunderland Cricket and Rugby Football Club
Sunderland Federation Homing Pigeon Society
Sunderland Flying Club
Sunderland Golf Centre
Sunderland Grehound Racing Co. Ltd.
Sunderland Police Recreation Club
Sunderland Water Ski-ing Club
Sunderland Yacht Club
Wearside Boating Association
Wearside Golf Club
Whitburn Cricket Club
Whitburn Golf Club
Whitburn Riding School
Whitehouse Farm Riding School

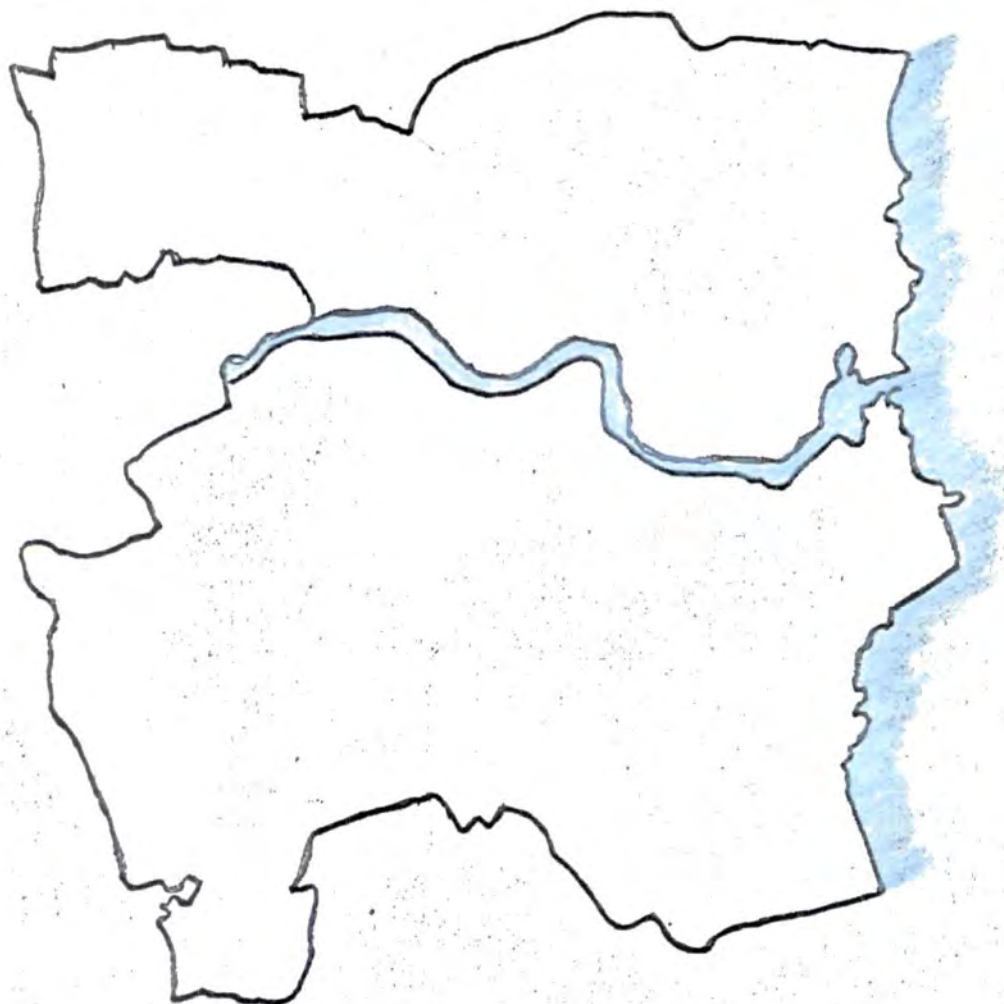
2c (i)

MAP SHOWING POSITION OF SUNDERLAND IN THE NORTH EAST



2C (11)

Map showing shape of Sunderland and the way the town is divided into two by the River Wear.



2 c (iii) MAP SHOWING LOCAL POLITICAL DIVISIONS



3 a. LOCATIONS OF SECONDARY SCHOOLS



As regards facilities in Schools, as the Authority's plans for Comprehensive Schools develop, so small schools with poor facilities are going out of use. The following schools, already in existence, will ultimately form the Secondary Stage of the Authority's School Service:-

A. North Side of the River Wear

1. Red House School
Swimming bath; tennis courts; gymnasium; large sports hall;
extra gymnasium/sports hall;
2. Monkwearmouth School
Swimming bath; gymnasium; tennis courts.
3. Castle View School
Gymnasium; tennis courts.
4. St. Thomas Aquinas
Swimming bath; gymnasium; tennis courts.

B. South Side of the River Wear

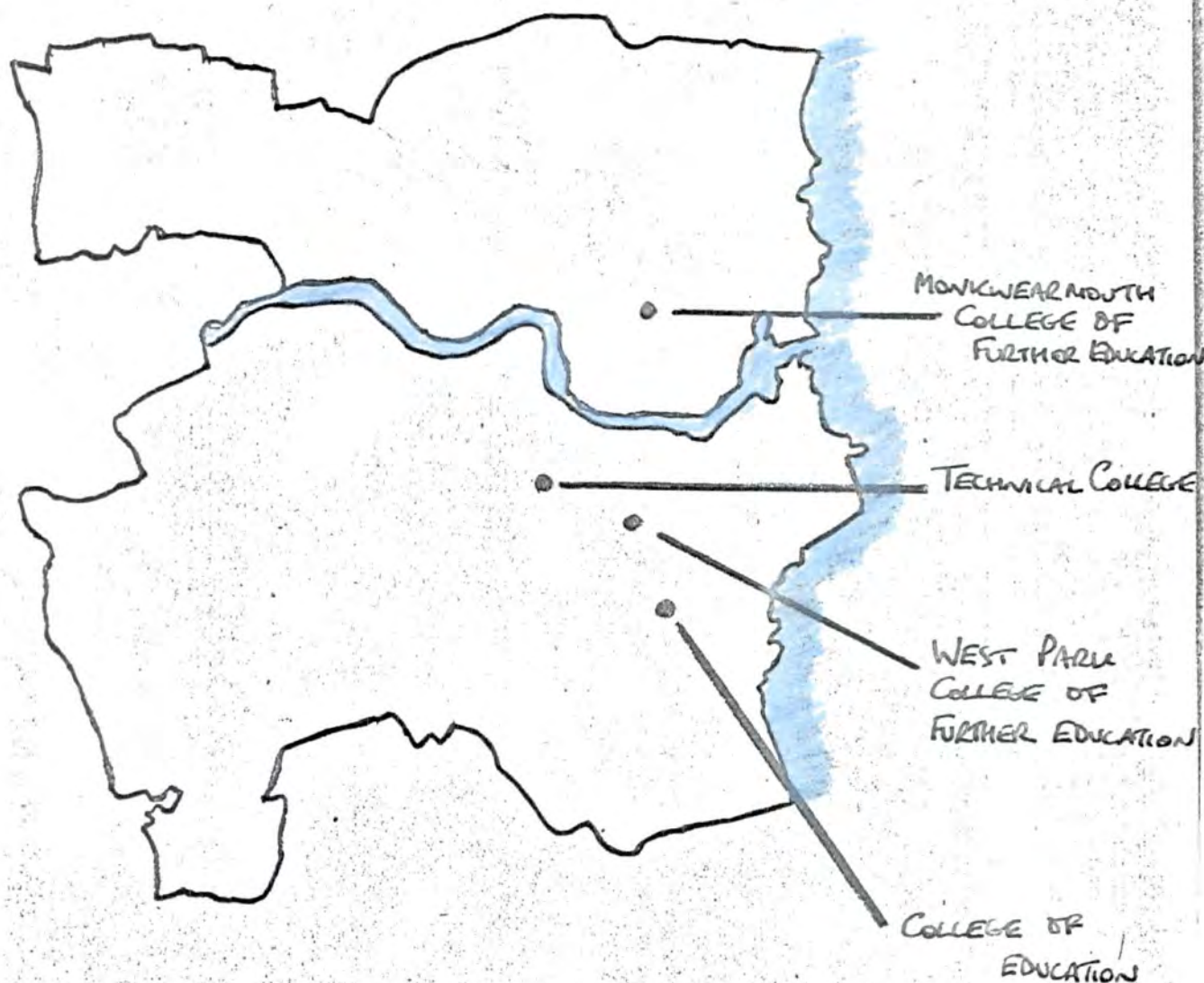
5. Thornhill School
Swimming bath; tennis courts; gymnasium, all-weather
playing area.
6. Bede School
Four gymnasias; two large halls for badminton; tennis courts;
all-weather playing area; weight-training room.
7. Broadway School
Gymnasium; tennis courts

8. Thorney Close School
Two gymnasias; tennis courts; athletics track.
9. Farringdon School
Gymnasium; tennis courts.
10. Pennywell School
Gymnasium; sports hall; tennis courts.
11. Southmoor School
Gymnasium; tennis courts.
12. St. Aidan's School
Gymnasium; tennis courts.
13. St. Anthony's School
Gymnasium; tennis courts.

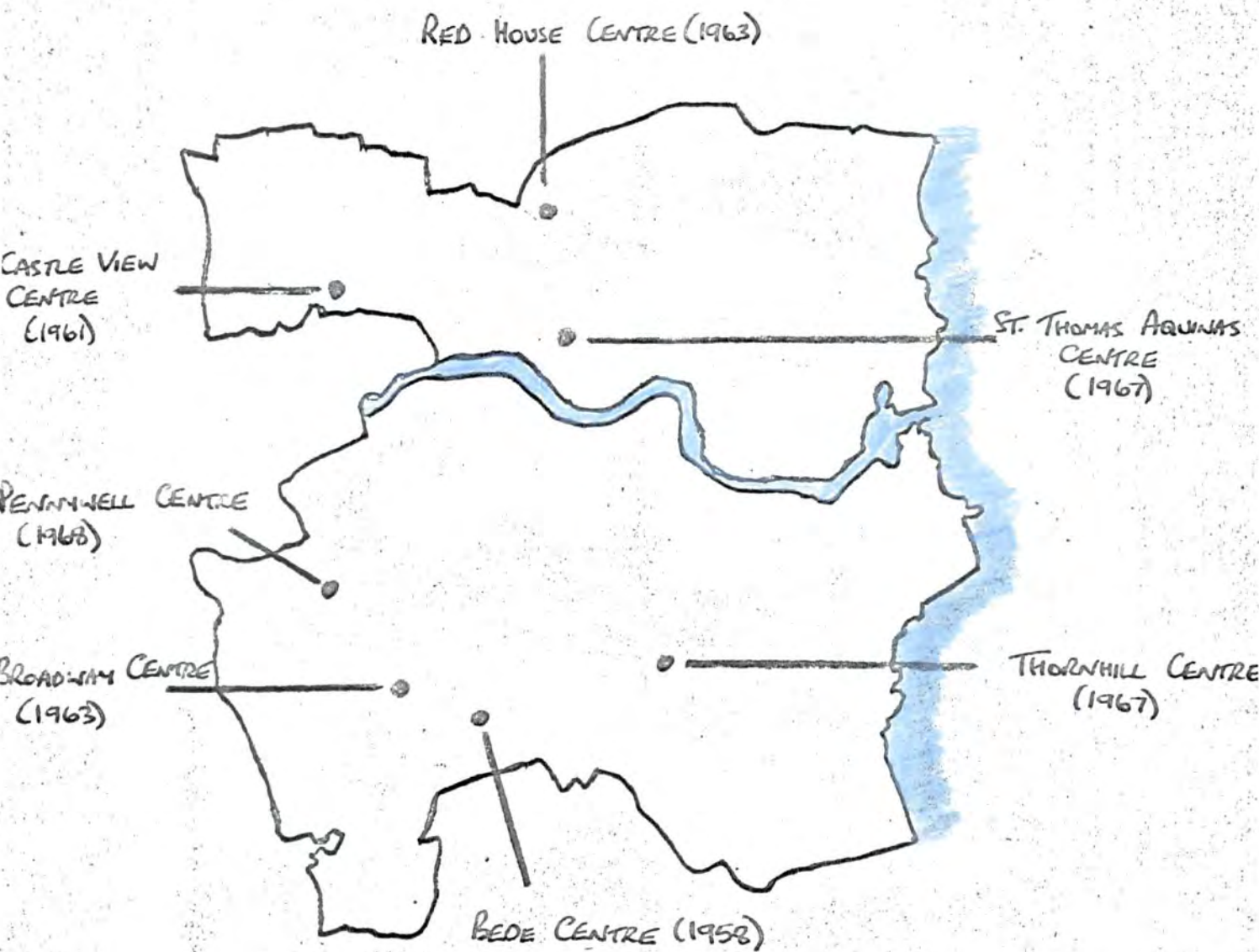
In every case, there are playing fields on the sites for a full programme of boys' and girls' games and athletics to be followed.

36.

LOCATIONS OF COLLEGES OF FURTHER AND HIGHER EDUCATION.

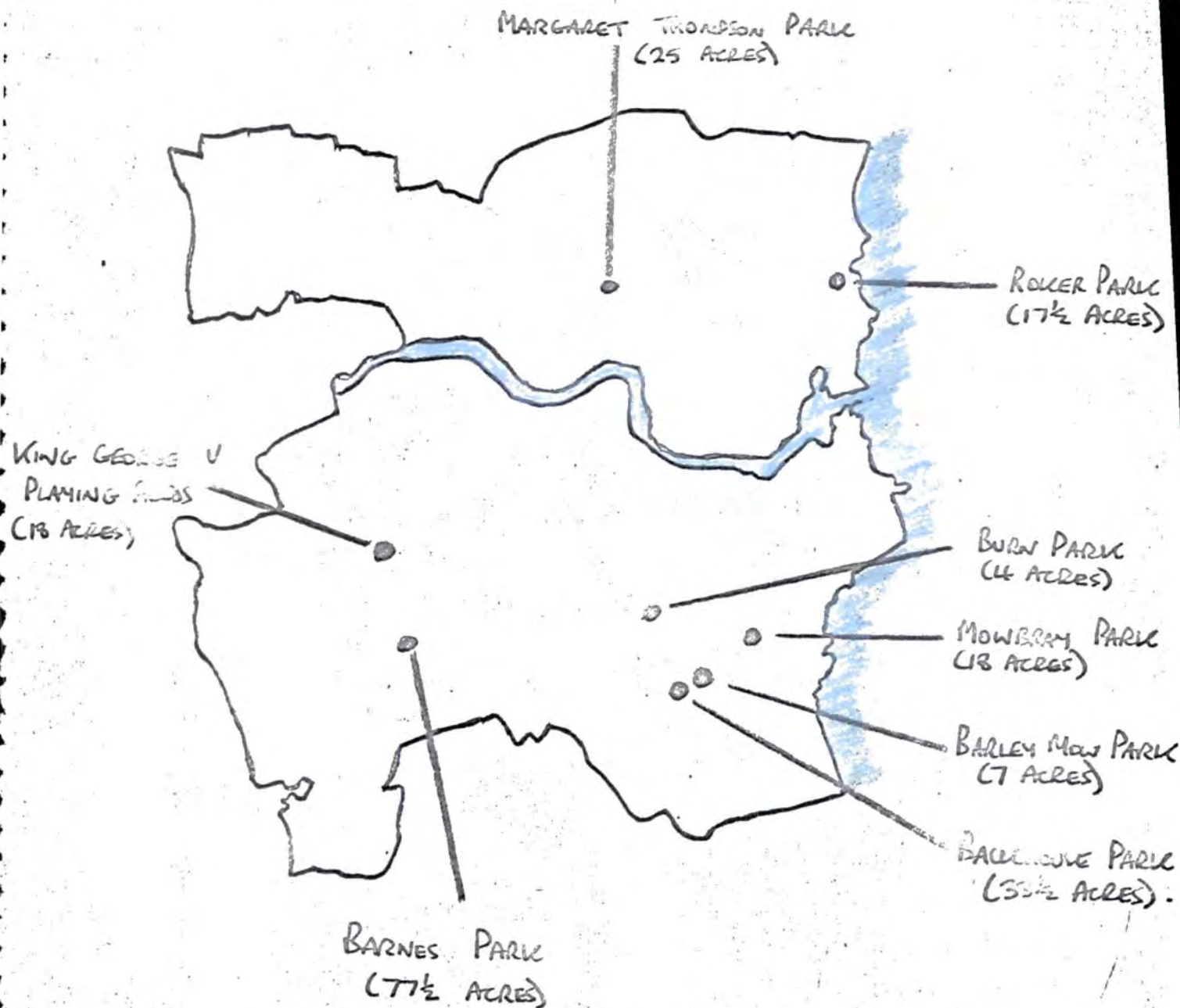


4. YOUTH ACTIVITY CENTRES



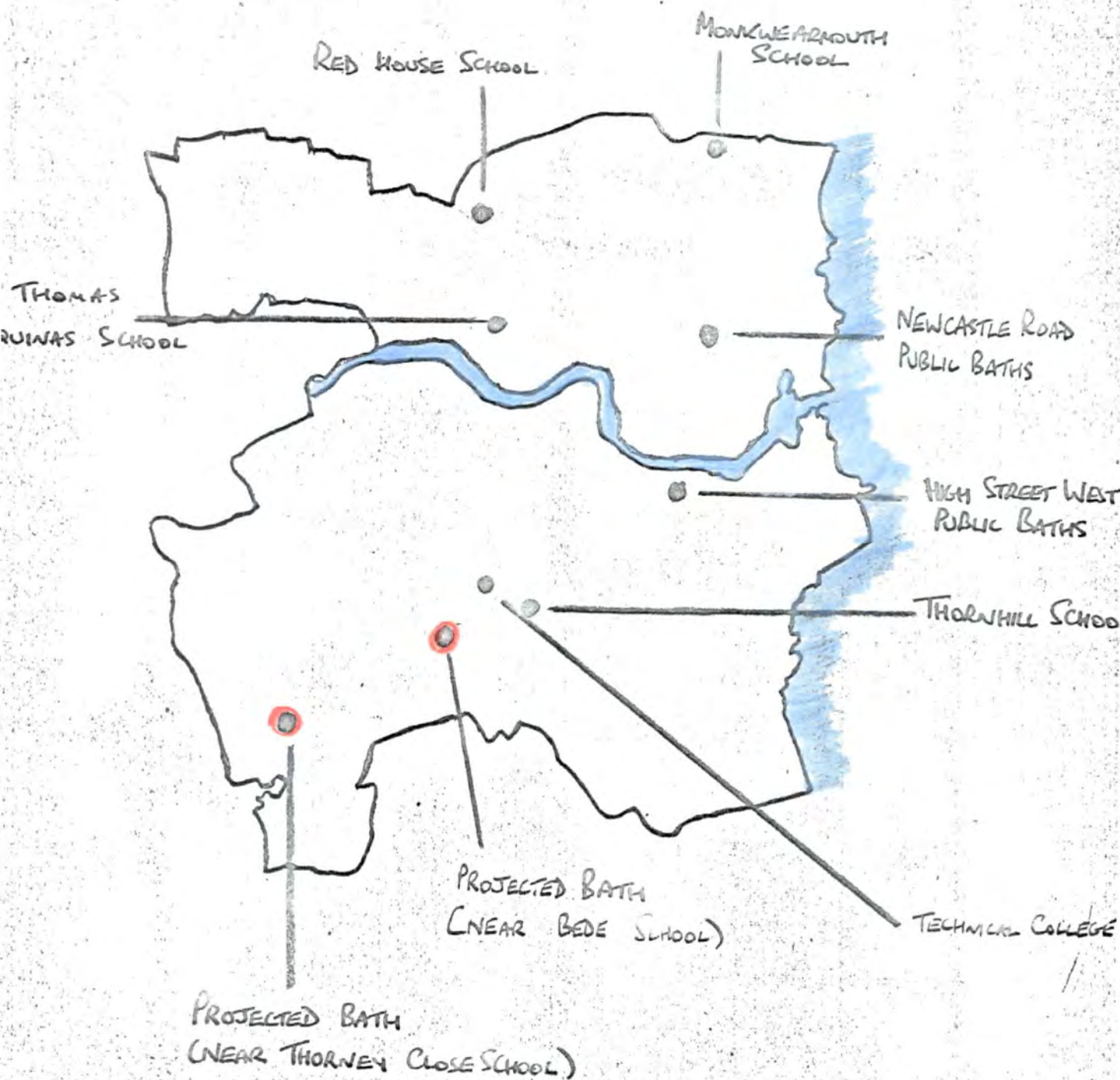
5 (1)

PUBLIC PARKS



5(ii)

SWIMMING FACILITIES



SUMMARY OF PHYSICAL ACTIVITY CLASSES ORGANISED
 BY THE FURTHER EDUCATION DEPARTMENT - AUTUMN TERM, 1967.
 (Including Youth Activities Association Classes)

Basketball	6
Badminton	7
Fencing	4
Outdoor Activities	1
Swimming	8
Keep Fit	20
Aikido	8
Games Training	6
Tennis	3
Judo	3
Weight Training	3
Netball	1
Volleyball	1
Golf	1
Scottish Dancing	2
	<hr/>
total	74
	<hr/>

A total of 24 centres (mainly schools) were used for these activities.

Vaux School of Sport

In 1961 discussions took place between the Vaux's agents and the North East Branch of the Central Council of Physical Recreation as to the organising of a School of Sport for young people in the North East of England (Northumberland, Durham and the North Riding). It was agreed that this should be arranged for the first time in 1962, though this was, in fact, postponed until the following year because of building operations at Bede College in Durham City, the chosen venue. Durham City was chosen because it is remarkably well provided for - the University playing fields and the River Wear adjoin Bede College and St. Hild's College, which between them provided two gymnasias, five tennis courts, boat house and landing stage, squash and fives court amongst other things essential for such a residential course.

Vaux Breweries agreed to pay the entire cost of a week's residential school, administered by the C.C.P.R. North East Region, for 100 students (50 boys and 50 girls) between the ages of 17 and 20, using the best obtainable coaches and visiting stars in the sports chosen. The aim of the course was "not simply to coach participants to improve their personal standards but to give them some insight into the techniques of coaching and also to give each participant an opportunity to try another sport under good coaching conditions". The programme at this first school of sport included football, tennis, hockey, gymnastics, canoeing, and judo - each student applied for a main activity and opted for a second subsidiary activity selected from the same sports. Governing bodies of sport at both National and Regional level were consulted about the school from the start and helped in staffing and the selection of students.

The Vaux Company decided to extend the course of 1965 to cover a fortnight, thus enabling the organisers to include a wider

selection of activities. Over the years, the activities have changed occasionally, the following have been included at some stage:-

Association Football	Rugby Football	Woman's Hockey
Lawn Tennis	Badminton	Swimming
Judo	Rowing	Woman's Gymnastics
Woman's Basketball	Canoeing	Golf
Cricket	Archery	Athletics
Ice Skating	Squash	

The success of this venture, started in 1963, can be seen from the fact that over 1000 young men and women have applied for the places on the course. Some of the students have gone on to achieve distinction as coaches, teachers and performers. Along with all other young people in the North East, any young man or woman from Sunderland from 17 to 20 is eligible to apply for the Vaux School of Sport - and, in fact, the numbers taking part from Sunderland have been:-

1963	0 boys	0 girls
1964	7 boys	5 girls
1965	14 boys	11 girls
1966	7 boys	8 girls
1967	4 boys	4 girls

BIBLIOGRAPHY A

1. Musgrove, F. - Youth and Social Order
Routledge and Kegan Paul
1964
2. Hunter, T.A.A. and - Adolescence
Herford, M.E.M. Heinemann 1961
3. Standing Conference of - Young People Today
Voluntary Youth
Organisations
4. Study of Adolescent - Some Young People
Boys and Girls 1964
5. Jersild, A.T. - The Psychology of Adolescence
Collier MacMillan, London
1963
6. Sprott, W.J.H. - Human Groups
Penguin, 1962
7. Homans, G.C. - The Human Group
Routledge, 1957
8. University of Swansea - The Psychology of Adolescence
Faculty of Education 1966
9. Fleming, C.M. - Adolescence, its Social Psychology
Routledge and Kegan Paul
1948
10. Hollingworth, L.S. - The Psychology of the Adolescent
Staples Press, London
1930
11. Brooks, F.D. - The Psychology of Adolescence
Houghton and Mifflin
1929

12. Mays, J.B. - The Young Pretenders
Joseph
1965
13. Wakelin, J. - Responsibility for Youth
Conservative Political Centre
1961
14. Bow Group Pamphlet - The Young Idea
Conservative Political Centre
1961
15. Evans, W.M. - Young People in Society
Blackwell
1966
16. Brew, J.M. - Youth and Youth Groups
Faber, London
1957
17. Peel, E.A. - The Psychological Basis of Education
1956
18. Nunns, T.P. - Education, its Data and First Principle
Arnold
1945
19. Cornell, W.F. - Growing up in an Australian City, a
Study of Adolescents in Sydney
Australian Council for Education
and Research, Melbourne
20. Westhill Training College - 80,000 Adolescents; a study of young
people in the City of Birmingham
Allen and Unwin, London
1950
21. King George's Jubilee Trust - Citizens of Tomorrow; a study of the
influences affecting the upbringing
of young people
Odhams Press, London
1955

- 22. Scottish Education Department - The Needs of Youth in these Times
Report of the Scottish Youth Advisory Committee
1945
- 23. Report to the Calhounstie Gulbenkian Foundation - The Needs of Youth in Stevenage
- 24. University of Birmingham Institute of Education - Young People today: Their Needs and Opportunities
Report of Sixth Summer School at Worcester
1961
- 25. Muss, R.E. - Theories of Adolescent Development
Paper based on Chapter 2 of the Author's thesis for Ph.D. degree of University of Illinois
1962
- 26. Reeves, M. - Growing up in a Modern Society
University of London Press
1946
- 26b. Lester Smith W.O. - Education In Great Britain
Oxford University Press
London
1964

BIBLIOGRAPHY B

- 27. McIntosh, P.C. - Sport in Society.
Watts,
London, 1963
- 28. McIntosh, P.C. - The History of Physical Education
in England since 1800
Bell and Sons Ltd.,
London, 1952
- 29. Nathan, A. - Sport and Society
Bowes and Bowes
London, 1958
- 30. Leonard
and Affleck - History of Physical Education
Kimpton
1947
- 31. McIntosh, P.C.,
Dixon, J.G.,
Munrow, A.D. and
Willetts, R.F. - Landmarks in the History of Physical
Education
Routledge and Kegan Paul
1957
- 32. Bucher, C.A. - Foundations of Physical Education
C.V. Mosby
U.S.A. 1964
- 33. Tanner, J.M. - Education and Physical Growth
University of London
1961
- 34. Mitchell, E.D. and
Mason, B.S. - The Theory of Play
Ronald
New York, 1948
- 35. Kahn, J.H. - Human Growth and the Development
of Personality
Pergamon
1965

36. Kane, J.E. (ed) - Readings in Physical Education
Physical Education Association
1966
37. Parkin, G.R. - Life and Times of Edward Thring
MacMillan & Co. Ltd., London
1904
38. Mason, M.G. and - Elements of Physical Education:
Ventre, A.G.C. Philosophical Aspects
Thistle Books
1965
39. Randall, M.W. and - Objectives of the Physical Education
Waine, W.K. Lesson
Bell
1963
40. Brailsford, D. - The Aims of Physical Education
41. Bannister, R. - First Four Minutes
Putnam
London, 1955
42. James, J. Myrle - Education and Physical Education
Bell & Sons Ltd.,
London, 1967
43. Williams, J.F. - The Principles of Physical Education
W.B. Saunders & Co.
Philadelphia
1938
44. Bucher, C.A. and - Physical Education in the Modern
Reade, E.M. Elementary School
MacMillan Company
New York
1958

45. International Council of - Congress Reports
Health, Physical 1960, 1961, 1962, 1963, 1964,
Education and Recreation 1965, 1966
46. International Council of - Sport and Leisure
Sport and Physical Education Report of 1st International Seminar,
(I.C.S.P.E.) 1964
47. Tibble, J.W. - Physical Education and the
Education Process
Studies in Education
Evans Brothers,
London, 1952
48. Knapp, B. - Skill in Sport
Routledge and Kegan Paul
1963
49. Peterson, A.D.C. - A Hundred Years of Education
Duckworth
1961
50. Norwood, C. - English Tradition of Education
John Murray, London
1931
51. Mack, E.C. - Public Schools and British Opinion,
1780-1860
Methuen
1938
52. Lowndes, G.A.N. - Silent Social Revolution
Oxford University Press,
1937
53. Davies, A.M. - The Barnsley School Board, 1871-1903
Wentworth Castle Training College,
1965

- 54. Bingham, J.H. - The Period of the Sheffield School
Board, 1870-1903
Sheffield, J.W. Northend Ltd.,
1943

- 55. Brett-James, N.G. - Mill Hill
Blackwell & Son,
London,
1938

- 56. - Sanderson of Oundle,
Chatto & Windus,
London,
1923

- 57. International Conference, - Sport in Education and Recreation
Crystal Palace, 1966

- 58. McIntosh, P.C. - Practical Aspects of Physical Education

BIBLIOGRAPHY C

REPORTS

59. Youth Service in England - The Albermarle Report
Ministry of Education
1960
60. 15 to 18 - The Crowther Report
Ministry of Education
1959-1960
61. Sport and the Community - The Wolfendon Report
C.C.P.R.
1960
62. Half our Future - The Newsom Report
Ministry of Education
1963
63. The Age of Majority - The Latey Report
H.M.S.O.
1967

BIBLIOGRAPHY D

Articles and Other Sources of Information

- | | | | |
|-----|---|---|--|
| 64. | Daily Telegraph
August 11th, 1967 | - | What is it that turns a teenager into a Rebel? |
| 65. | Daily Telegraph
August 18th, 1967 | - | To learn the teenagers' rebellion, parents must learn a new technique. |
| 66. | Times Educational Supplement
March 5th, 1965 | - | For the Young: Purpose and Example |
| 67. | P.J. Arnold
Bulletin of University of London Institute of Education
Spring Term, 1967 | - | Leisure, Recreation, Play and Physical Education |
| 68. | Physical Education Association Leaflets,
December 1965
January 1966
March 1966 | - | The Role of the P.E. Specialist in the Community |
| 69. | International Seminar, Havana,
December 1966 | - | Free Time and Leisure |
| 70. | A.T.C.D.E. Annual Conference (P.E. Section)
London, 1968 | - | Physical Education and Education (Professor Peters, London University) |

71. Community and Educational - Recreation and Sport
Building and Equipment
Exhibition -
Conference in London,
January 1968
72. University of Durham, - Course notes of Year 1, M.Ed.
Education Department Course, 1965
History of Education
Law and Administration of Education

ACKNOWLEDGMENTS

I am indebted to the following ladies and gentlemen for their kindness in replying to my requests for information:-

Mr. J. Bridge	- Director of Education, Sunderland
Mr. P.J. Gillespie	- P.E. Organiser for Boys, Sunderland
Miss. Peters	- P.E. Organiser for Girls, Sunderland
Miss. Gray	- P.E. Organiser for Girls, Sunderland
Mr. A.L. Colbeck	- Regional Officer, C.C.P.R.
Mr. D. Brown	- Youth Organiser, Sunderland
Mr. D. Gibson	- County Secretary, National Boys' Clubs
Mr. J. Baxter	- Principal, Derwent Hill Outdoor Activities Centre
Mr. C.D. Griffiths	- Scout Master, Sunderland
Mr. C.T. Griffiths	- Head of Physical Education, College of Education, Sunderland
Mr. D. Field	- P.E. Department, Technical College, Sunderland
Mr. F. Lavender	- West Park College of Further Education
Mr. C.A. Smith	- Local Historian, Sunderland
Mr. D. Matthews	- Head of Department of General Studies, Monkwearmouth College of Further Education
Mr. Walker	- Education Welfare Department, Sunderland
Mrs. O. Atkinson	- Young Women's Christian Association
Mrs. J. Groom	- Fulwell-Whitburn Gymnastics Club
Mr. W.L. Smith	- Youth Hostels Association (Sunderland Sub-Group)
Mr. F. Moore	- Cycling Club, Wearside Section
Mr. J. Clarke	- Community Associations
Mrs. M. Place	- Young Men's Christian Association
Mr. G. Watt	- Sunderland Cricket and Rugby Club

Personnel Managers
of

- Austin & Pickersgill Ltd.
Bartram & Sons Ltd.
The Steel Group Ltd.
Pyrex Social Club
Geo Clark & N.E.M. Ltd.
Vaux Breweries Ltd.
Thorne A.E.I. Radio Valves and Tubes Ltd.
Doxford & Sunderland Shipbuilding &
Engineering Company Ltd.
Janet Frazer

School's Associations

Mr. F. Hardy	- Association Football
Mr. P. Robinson	- Athletics Cross-Country Running
Mr. B.O. Hodgson	- Swimming Rugby
Mr. Buchanan	- Badminton
Mr. R.T. Petrie	- Tennis
Mr. D. Hill	- Basketball
Mr. M.B. McCulley	- Cricket